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ABSTRACT

This manual is a list of verified vocational education activities that relate to job development, job placement, and job follow-up/follow-through services. The activities incorporate information on employability skill development, occupations and labor market, job search training needed for the disadvantaged, student needs assessment, and student development. The manual includes three chapters in addition to the introduction. The introduction provides an overview of the manual and a synopsis of legislation related to the disadvantaged. Chapter 2 contains the suggested approaches for vocational educators and others working with the disadvantaged. Descriptions of each activity include nine subject headings: Activity, Objective, Procedure, How Activity Conducted, Information Source, Personnel, Expected Outcome, Concerns of Conducting Activity, and Solutions. Chapter 3, Recommendations, offers additional suggestions for improving general job development, job placement, and job follow-up/follow-through services in vocational education. The chapter is divided into four major sections: social, political, legal, and economic recommendations. The final chapter contains an annotated list of further readings. (LRA)

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Research and Development Series No. 186

BRIDGES TO EMPLOYMENT

PRACTICES FOR JOB DEVELOPMENT, PLACEMENT, AND FOLLOW-THROUGH OF UNEMPLOYED YOUTH FOR VOCATIONAL EDUCATION AND MANPOWER TRAINING

Book Two

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

The Vocational Education Act of 1963 reflected a change in emphasis from skill development to placement, follow-up, and follow-through support services for the disadvantaged in vocational education programs. Vocational education teachers, counselors, and administrators of vocational education and manpower development programs must devise methods and techniques to enhance skill development with these additional support services.

The procedures in this manual evolved from a series of dialogues and site visits with vocational education and manpower development specialists to discover innovative practices for student needs assessment using occupational and labor market information, and for developing job-seeking and employability skills. The manual describes suggested activities, necessary personnel, expected outcomes, problems, and suggested solutions for implementing each practice.

Vocational teachers, counselors, local administrators, manpower development specialists, or anyone working with disadvantaged, unemployed youth should find this information helpful. The manual emphasizes the need for improving access to and performance in vocational education programs for disadvantaged students.

Dr. Marion T. Johnson directed the project. Special recognition is extended to National Center for Research in Vocational Education Applied Research and Development program staff for their roles in the conceptualization and implementation of the procedures: Ms. Claire Ho, program associate; Mr. Ken Shellberg and Mr. Jose M. Perez Gomez, graduate research associates; and Dr. Lucille Campbell-Thrane, division associate director, who wrote the recommendation chapter and provided substantive review.

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Special appreciation is extended to those vocational practitioners who provided information based on their experiences in working with disadvantaged students in vocational education and manpower training programs concerning either job development, placement, or follow-up/follow-through activities. Appreciation is also extended to individuals at the various field sites in Minnesota, Illinois, North Carolina, New Jersey, and California who provided substantive recommendations for project activities.

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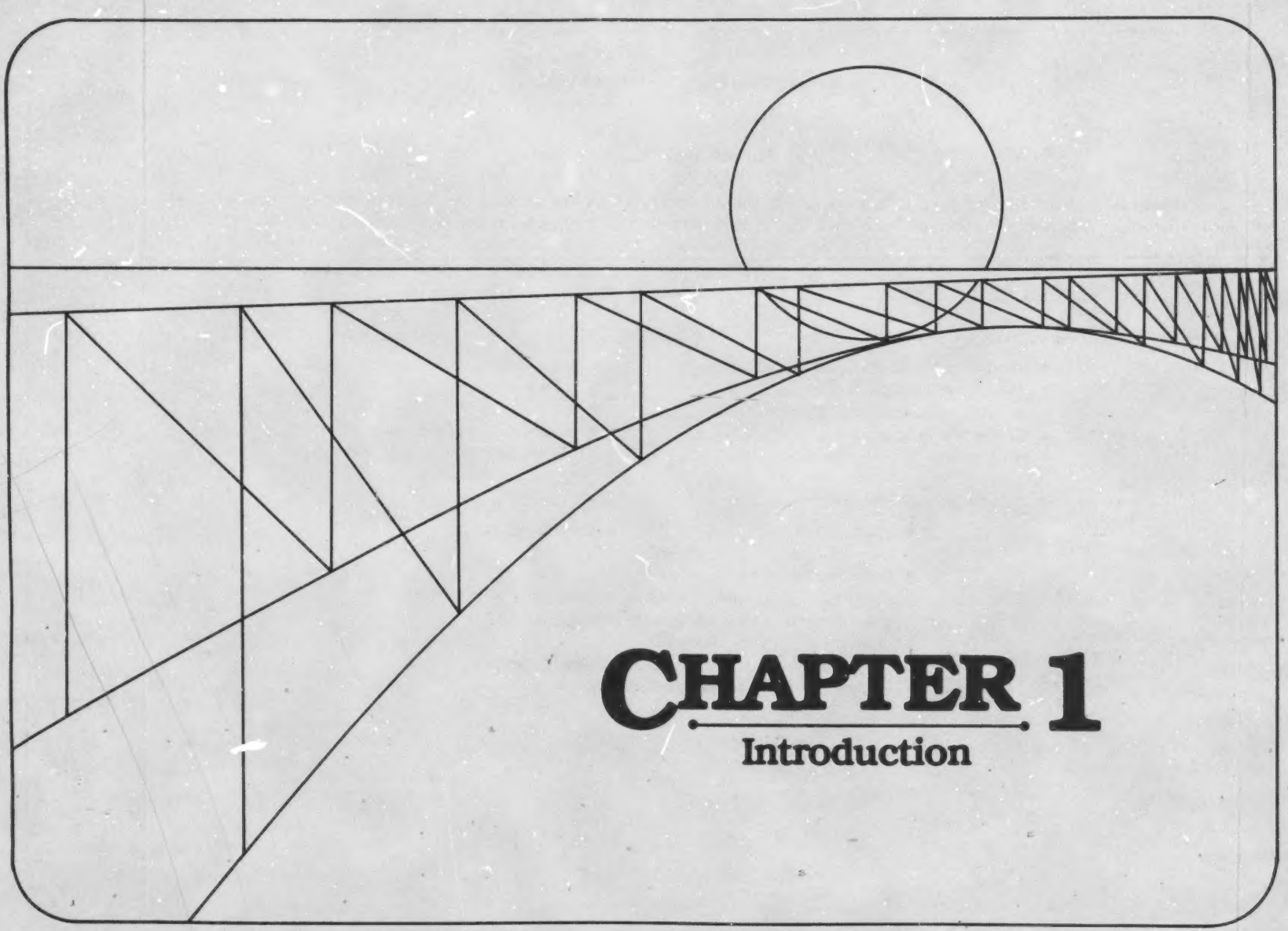
Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education



CHAPTER 1

Introduction

OVERVIEW OF THE MANUAL

Purpose and Design of Manual

The manual has been designed to accommodate the different levels of understanding and information needs of local administrators, teachers, and counselors in developing guidelines and strategies for working with the disadvantaged.

Audience

The audience includes but is not limited to

- local vocational administrators
- vocational educators
- guidance and counseling personnel
- CETA prime sponsors
- community service representatives
- state employment service personnel
- Manpower specialists
- job counselors
- employability/placement team personnel
- manpower agency representatives

The manual should provide insights into

- work experience needs of the disadvantaged at each stage of career development
- skill development needs of the disadvantaged
- community, business, industry, labor, and social service involvement with vocational education programs
- staff development needs
- information resources for job placement models
- program effectiveness measures

FORMAT OF THE MANUAL

This manual is a list of verified vocational education activities that relate to job development, job placement, and job follow-up/follow-through services. The activities incorporate information on

- employability skill development
- occupations and labor market
- job search training needed for the disadvantaged
- student needs assessment
- student development

Descriptions of each activity include nine subject headings which respond to the following questions:

• *Activity*	What is the activity?
• *Objective*	What is the purpose of the activity?
• *Procedure*	What steps are involved in conducting the activity?
• *How Activity Conducted*	How should the activity be conducted?
• *Information Source*	What are additional sources of assistance in conducting the activity?
• *Personnel*	Who should conduct the activity?
• *Expected Outcome*	What should result from the activity?
• *Concerns of Conducting Activity*	What are the difficulties in conducting the activity?
• *Solutions*	What are the ways to resolve the difficulties?

Topics Covered

The manual includes three chapters in addition to the introduction. Each chapter is self-contained to allow users to select information relevant to their specific needs. Each chapter contains a code to cross-reference other possible personnel. (See following page.)

- Chapter I, INTRODUCTION, provides an overview of the manual and a synopsis of legislation related to the disadvantaged.
- Chapter II, ACTIVITIES, suggests approaches for vocational educators and others working with the disadvantaged for
    - job development (identifies ten job development activities and implementations)
    - job placement (identifies thirteen job placement activities and implementations)
    - job follow-up/follow-through (identifies fourteen job follow-up/follow-through activities and implementations)
- Chapter III, RECOMMENDATIONS, offers additional suggestions for improving general job development, job placement, and job follow-up/follow-through services in vocational education.
- Chapter IV, Annotated Bibliography, contains a list of further readings in job development, job placement, and job follow-up/follow-through activities.

Limitations of the Manual

The manual includes only those job development, placement, and follow-up/follow-through activities considered significant and useful by vocational educators and Manpower practitioners. The procedures, information sources, and recommended personnel may not be acceptable to all users. Variations and modifications of these activities may be necessary depending on one's local needs and available resources.

CROSS REFERENCE CODE FOR OTHER, POSSIBLE PERSONNEL

Internal to the School

a	INSTRUCTOR	• interacts with disadvantaged student at the classroom level
b	JOB COUNSELOR	• maintains constant contact with the disadvantaged • advises supervisors on handling problems • counsels the disadvantaged student • provides feedback to instructors on student performance • serves as an advocate of the disadvantaged

External to the School

c	EMPLOYABILITY DEVELOPMENT/ PLACEMENT TEAM:[1] (Job Market Analyst Employment Specialist Placement Specialist Job Development Specialist Job Coach)	• prepares reports • identifies current and prospective job openings • develops plans for job restructuring and job creation • matches employee to employer needs • provides special problem counseling • updates job information • sells job development to employers • maintains contact with employers to develop new employment opportunities • arranges technical assistance for employers • analyzes labor market information • develops training plans
d	EMPLOYMENT SERVICE	• identifies and locates jobs for the disadvantaged • could establish job opportunity office in vocational education building
e	TEAM OF AGENCIES, BUSINESSES, AND ORGANIZATIONS (CETA, Urban League, OIC, Community Employment Agencies)	• coordinates efforts by agencies and organizations to find jobs for the disadvantaged • could establish job opportunity office in vocational education building

[1] Louis A. Ferman, "Job Development for the Hard-to-Employ," policy paper in *Human Resources and Industrial Relations*, No. 11 (Ann Arbor, Michigan: Institute of Labor and Industrial Relations, 1969), pp. 26-27.

RELEVANT LEGISLATION

The continuing problem of youth unemployment has been on the national agenda for about twenty years. The 1960s heralded an era of increased social concern with increased emphasis on the development of human resources, the establishment of equal opportunity for minority groups, and the elimination of poverty and special barriers to employment.

During the 1960s and 1970s, categorical programs to deal with the problems of the disadvantaged were established. Each program had its own legislative and organizational base, funding source, and regulations.

Department of Labor Programs

The first major effort to train people for jobs was the Manpower Development and Training Act (MDTA) of 1962. While the 1962 Act primarily served adults, amendments to MDTA in 1963 increased funding for youth training. Because MDTA experience demonstrated that skill building alone was not enough, the need for additional services was emphasized.

In 1964, the Economic Opportunity Act, which inaugurated the "War on Poverty," established the Neighborhood Youth Corps (NYC) and the Job Corps. The NYC provided paid work experience to low-income, unemployed youths aged fourteen to twenty-one. The Job Corps provided remedial education, skills training, on-the-job work experience, counseling, and health services to severely disadvantaged youths aged sixteen to twenty-one.

The focus of several long-standing Department of Labor programs shifted to conform to the new emphasis on disadvantaged youth. One program, authorized by the National Apprenticeship Act of 1937, which provided federal assistance for improving and extending the apprenticeship system, included more minority youth. The Apprenticeship Outreach Program (AOP) was implemented in 1968 to help minority youth overcome obstacles in gaining access to the apprenticeable trades, especially in the construction industry.

By the end of the 1960s there were more than seventeen Manpower programs. From these programs flowed some 10,000 individual Manpower projects. Often there were several of these projects in the same community competing for the same clientele and the same resources.

In response to the general dissatisfaction with these decentralized Manpower programs, the Comprehensive Employment and Training Act (CETA) was enacted. The principal goal of CETA was to replace many of the separate categorical programs with a system of coordinated and comprehensive programs largely under local control.

The needs of the disadvantaged were addressed under each of the four titles in the original statute that authorized operating programs. Included were special youth programs such as the Summer Program for Economically Disadvantaged Youth authorized under Title III and the continuation of the Job Corps under Title IV.

CETA continues to be the Department of Labor's primary means of addressing the needs of disadvantaged youth. Since 1973, CETA has been amended by the Emergency Jobs and Unemployment Assistance Act of 1974, the Emergency Jobs Programs Extension Act of 1976, the Comprehensive Employment and Training Act Amendments of 1977, the Youth Employment and Demonstration Projects Act of 1977, and the Comprehensive Employment and Training Act Amendments of 1978.

Department of Health, Education, and Welfare Programs

The Vocational Education Act of 1963 marked a turning point in vocational education. Programs focused on people rather than on occupations. The 1963 Act recommended that disadvantaged and handicapped students be *served by* vocational education programs; each succeeding revision of this legislation has emphasized this priority. The Vocational Education Amendments of 1968 required the states to set aside at least 25 percent of their basic grant funds for disadvantaged and handicapped students.

Current Legislation

The Education Amendments of 1976, Title II – Vocational Education and the Comprehensive Employment and Training Act Amendments of 1978 specifically address the employment of disadvantaged youth.

Some of the relevant sections of the Amendments state that –

Sec. 110(b)(1) – at least 20 percent of each state's allotment should be used to pay 50 percent of the cost of vocational education for disadvantaged persons;

Sec. 110(c) – at least 15 percent of each state's allotment should be used to pay 50 percent of the cost of vocational education for unemployed, out-of-school youth, among others;

Sec. 112(b)(1) – the use of student and employer follow-up data is mandated;

Sec. 122(e) – priority for funding cooperative vocational education programs through local education agencies is given to areas with high dropout and youth unemployment rates;

Sec. 132(a)(1) – programs should be designed for high quality vocational education programs for urban centers with high concentrations of economically disadvantaged individuals, unskilled workers, and unemployed individuals;

Sec. 139(a)(7) – vocational resource centers should be established to meet the special needs of out-of-school individuals; and

Sec. 140 – grants should be authorized to states for conducting special programs for the disadvantaged, especially in areas with high concentrations of youth unemployment and school dropouts.

The present version of CETA is "comprehensive" because each of its eight titles addresses a specific range of services. These services complement one another and are designed to provide job training and employment opportunities to the economically disadvantaged, unemployed, and underemployed with the goal of enabling these persons to secure self-sustaining, unsubsidized employment.

While most of the titles have provisions for disadvantaged youth, the major titles of interest are Title IV—Youth Programs and Title VIII—Young Adult Conservation Corps. Some of the relevant sections state that

Sec. 211 – services include, but are not limited to (1) job search assistance, (2) outreach, (3) supported work programs or activities, (4) education and institutional skill training, (5) on-the-job training, and (6) work experience programs;

Sec. 301 – employment-related needs of persons who face particular disadvantages in specific and general labor markets or occupations must be met;

Sec. 304 – job search and relocation assistance should be provided to the economically disadvantaged, unemployed, and underemployed;

Sec. 416ff – Youth Incentive Entitlement Pilot Projects should provide part-time employment for economically disadvantaged youth who resume or maintain attendance in secondary school;

Sec. 421ff – Youth Community Conservation and Improvement Projects should establish a program of community conservation and improvement projects to provide employment, work experience, skill training, and opportunities for community service;

Sec. 431ff – Youth Employment and Training Programs should provide training and employment opportunities to enhance the job prospects and career opportunities of unemployed youth;

Sec. 450ff – A Job Corps should be established for those economically disadvantaged youths who need and can benefit from an unusually intensive program to become more responsible, employable, and productive citizens;

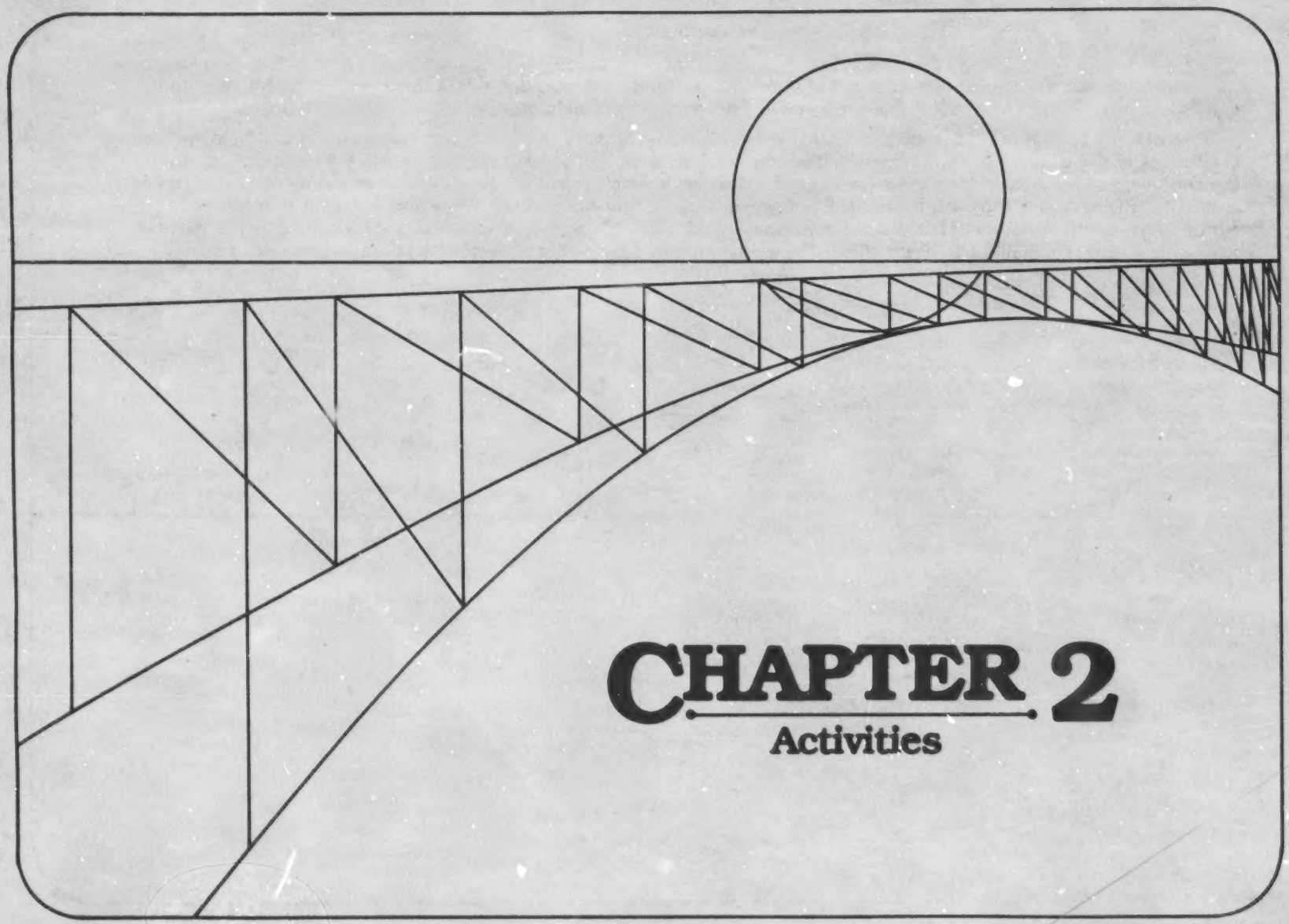
Sec. 481ff – a Summer Youth Program should provide for useful work and sufficient basic education and on-the-job training for eligible youth during the summer months;

Sec. 801ff – a Young Adult Conservation Corps should be established to provide employment and other benefits to unemployed youth through work on conservation and other public projects.

Conclusions

Legislation addressing the unemployment of disadvantaged youth indicates that this problem is of sufficient magnitude that federal-level policymakers feel the need for federal intervention through legislation.

Federal policy "adjusts" the supply and demand for labor in an attempt to alleviate unemployment of disadvantaged youth. On the supply side of the market, disadvantaged youths are provided training and counseling to help them compete; on the demand side, jobs are created for disadvantaged youths. Barriers to employment are being eliminated through such legislation as the Civil Rights Act of 1964 and the Equal Employment Opportunity Act of 1972. While disadvantaged, unemployed, out-of-school youth obviously did not receive the necessary skills to enhance their employability during the time they were in school, they need not continue to be unskilled. The legislation provides a mandate; vocational education provides a way.



CHAPTER 2

Activities

JOB DEVELOPMENT

DEFINITION OF JOB DEVELOPMENT

A review of the literature of the 1960s reveals that the term "job development" and "job creation" have often been confused. The creation of new jobs takes many forms:

- Creating new demands for goals and services and, thereby, a derived demand for labor
- Dividing job tasks
- Reducing the work week
- Providing temporary jobs through subsidized employment

Each of these requires a different approach to the marketplace and to employers than developing access to existing jobs for disadvantaged populations.

According to the Employment Service Field Office Manual, job development is defined as

> ... the activity that involves the working with public or private organizations and businesses to develop job opportunities. Also the process of soliciting a public or private employer's order for a specific individual.[2]

Mangum and Walsh further state that in a broader sense, job development activities have been aimed at the redistribution of existing job opportunities and at redefining their specifications and entry requirements to permit access for the disadvantaged.[3]

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[2] *Bureau of Employment Services Field Office Manual* (excerpted), in Garth Mangum and John Walsh, *Employment and Training Programs For Youth: What Works Best For Whom?* (U.S. Department of Labor, Office of Youth Programs, May, 1978), p. 150.

[3] Garth Mangum and John Walsh, *Employment and Training Programs For Youth: What Works Best For Whom?* A report prepared for the Office of Youth Programs, U.S. Department of Labor by the National Council on Employment Policy (Olympus, WA: Olympus Publishing Company, May, 1978), p. 150.

Ferman, on the other hand, has defined job development as a series of activities designed to link together all of the intervention activities to move indivuals of hard-to-employ status to a job as follows:

- Finding jobs for the hard-to-employ through regular or new channels
- Coordinating and managing private and community resources to increase employability of the hard-to-employ (for example, the arrangement for transportation or arrangement for ongoing medical services to make and keep the client employable)
- Providing ongoing communication and linkage between the agency, training center, employer, work supervisor, and worker
- Negotiating and using sales techniques with employers to modify entrance standards or to restructure jobs for the hard-to-employ worker
- Providing follow-up services to develop job mobility potential for clients (for example, job-related training)
- Creating new jobs by negotiation with public or private agency officials
- Changing attitudes and role of employers by involving and identifying them with the project
- Providing supportive services to hard-to-place workers and to various management groups
- Developing studies of industries, plants, and community structures to locate job shortages and identify employment procedures that impede employment of the hard-to-place worker
- Supplementing placement procedures by counseling and addition of services to make clients job-ready[4]

[4] Louis Ferman, *Disadvantaged Youth: Problems of Job Placement, Job Creation, and Job Development* (Ann Arbor, Michigan: December 1967), p. 22.

As a set of operating practices, job development overlaps with many practices under job placement. Job development according to Bennett is an evolutionary process from job placement to job creation.

> ... In the early stages, job development may well take the form of locating job openings and finding youths and adults to fill the openings. At some point, job developers reverse the process and work initially with the candidates who are ready for employment and then move out to employers to tailor jobs for the candidates. When that process becomes an ongoing process, a sophisticated and complete job development mechanism has become operational.[5]

As indicated by Ferman, three other criteria also should be included in an ideal definition of job development. First, job development postulates the opportunity to induce employers to reappraise and, in many instances, to modify job entry requirements. This may be done in a variety of ways, but the essential ingredient is the availability of supportive services (training, counseling, remedial assistance) to make the job candidate more competitive in the work situation. Second, job development includes concerted efforts to gain agreement from the employer to consider the job candidate only on his/her ability to do the job and not on extraneous criteria (for example, race and/or social background). Finally, job development includes follow-up services to the job candidate once he/she is placed, to insure mobility and potential development on the job. The service to the individual should not end with entry into a job but, ideally, there should be continuous work to exercise his/her manpower development consistent with job aspirations.

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[4] George Bennett, *Job Development for Youth*, Training Series (New York: Center for the Study of Unemployed Youth, February 1968), pp. 7-8.

[5] Ferman, p. 21.

LIST OF JOB DEVELOPMENT ACTIVITIES AND IMPLEMENTATIONS

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Incorporating career exploration materials	20
Helping disadvantaged students learn how to maintain good social relations and performance on the job	22
Helping disadvantaged students learn employers' performance expectations and job requirements	24
Developing a unit on starting and successfully managing a business	26
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Using the media to solicit and create jobs for the disadvantaged	30
Using newspapers and news releases to advertise and solicit jobs for the disadvantaged	32
Using mail-outs and other sales techniques to solicit and create jobs for the disadvantaged	34

ACTIVITY: Helping disadvantaged students learn how to locate job openings.

OBJECTIVE:

- To enable disadvantaged students to learn how to locate job openings through new courses in their curriculum

PROCEDURE:

- Design special curriculum to instruct disadvantaged students on self-help development programs
- Help students identify potential employers who may know of or hold job openings
- Encourage students to talk with other students who are already employed in the labor market

HOW ACTIVITY CONDUCTED:

Consultants could develop special one-semester curriculum materials in consultation with Chamber of Commerce and business executives familiar with job development strategies. Students in need should be registered in this course during the middle to the end of their program. They should be provided with special counseling by practitioners and business representatives during their job search period.

INFORMATION SOURCE:

Potential sources of information could include

- school placement specialist
- expert consultants in curriculum development
- members of local groups including the National Alliance of Businesses
- State Employment Services
- advisory committees

PERSONNEL:

This activity would rely heavily upon the involvement of practitioners, business experts within the area of job development, and job counselors.

EXPECTED OUTCOME:

Students should be able to find jobs in their career areas at the time and place they elect and should not be dependent on "outside" job developers and placement systems.

CONCERNS OF CONDUCTING ACTIVITY:

The major consideration would be that job development specialists may not be familiar with the essential elements of curriculum development. Furthermore, business specialists may not be available to provide timely advice for students or practitioners.

SOLUTIONS:

Curriculum consultants must include job development specialists in designing and testing of the curriculum. Business specialists should be recruited and included in special counseling programs for students who have secured jobs with the knowledge developed in special job development classes.

c

IMPLEMENTATION

Vocational education practitioners could draw on many sources to help disadvantaged students learn how to locate jobs. However, before referring to those sources, vocational educators should determine the students' interests. Those giving instruction on job-hunting skills may want to conduct in-depth interviews or have students complete job interests surveys. If vocational educators know the career directions of the students, they can select or adapt certain job-hunting techniques to fit the students' needs.

Traditional sources of information on employment opportunities are businesses and industries, the Chamber of Commerce, and the state Employment Security Commission. Representatives from these areas could be contacted to talk to students about how and where to look for jobs. Speaking engagements could be scheduled during classtime at the vocational education building or at the sites where the representatives work.

The business representatives might talk to students about the types, availability, and job requirements of entry level positions in their work settings. They could tell students who to contact regarding employment and how best to present themselves in person or on the phone in order to make a favorable impression. The Chamber of Commerce (and/or National Alliance of Businesses) could provide students, via mail or face to face, with names, addresses, and phone numbers of area employers to contact for possible employment. The State Employment Security Commission representative might convey to the disadvantaged youth what jobs are open at the present time. This representative might discuss procedures for utilizing the employment office. These procedures include what forms need to be completed, the role of the employment advisors, and what information comprises a job data card.

Besides utilizing outside representatives, vocational educators may use an array of instructional aides to impart job-hunting skills. These include film, filmstrips, newspaper want ads, organized job-hunting clinics, and literature from community service agencies. Obvious sources of job opportunity information such as friends, former students, and the job placement specialist should be pointed out to students, too.

ACTIVITY: Resume writing, composing letters of application, and completing job applications.

OBJECTIVE:

To equip disadvantaged students with job-seeking skills

PROCEDURE:

The job-seeking skills class can provide instruction in

- writing resumes
- composing letters of application
- completing job applications

HOW ACTIVITY CONDUCTED:

This activity is conducted mainly through a job-seeking skills class or a similar class where students write resumes, compose many kinds of letters of application, and fill out several different application forms for jobs.

INFORMATION SOURCE:

Potential information sources include

- industries which could provide practice job applications
- YMCA and YWCA which would offer classes in
- job-seeking skills
- guest speakers from business, industry, and labor organizations who would inform students of employer expectations of job applications

PERSONNEL:

Individuals involved in this activity include

- job-seeking skills instructor
- job placement counselor
- vocational counselor
- teachers in skills areas

EXPECTED OUTCOME:

- By the time students are referred to the job placement officer, they should have a printed resume and should have experience in completing job applications.
- Students should also know what businesses expect in terms of resumes and letters of application.

CONCERNS OF CONDUCTING ACTIVITY:

Problems may arise if a specific instructor is not assigned to teach students how to write a resume, compose a letter of application for a job, or complete a job application form.

SOLUTIONS:

The director of vocational education (or the equivalent) should clearly designate someone to teach these skills.

c

IMPLEMENTATION

Sample
(Resume)

(Optional)

Name: **Age:**

Address: **Height:**

Telephone: **Weight:**

Career Goal:

Education:

Training:

Work Experience:

Special Certificates/ Awards:

Hobbies/ Interests:

References:

Sample
(Letter of Application)

1705 Dixon Road
Springdale, IL 60231
August 21, 1979

Ace Auto Company
222 Monroe Street
Springdale, IL 60232

Dear Mr. Runamotor:

I am a December graduate of the Green County Vocational Education Center. My area of training was in auto mechanics with a specialty in engine service.

Ace Auto Company is a widely respected firm that provides quality service to the community. I would very much like to work for you, Mr. Runamotor. I am a hard-working individual who can be an asset to your firm. My resume, with references, is enclosed.

Thank you for your consideration. I look forward to hearing from you soon.

Sincerely,

Sample
Application for Employment
Ace Auto Company

Employment desired: _____

Name: _____
(last) (first) (middle)

Present address: _____

Home phone _____ Work phone _____

Whom to contact in case of emergency: _____

Referred by: _____

Education:

	Dates	Year Graduated	Degree
High School (name and location)			
College (name and location)			
Special schools (names and location)			

Employment History:

Title of position held: _____

Employed by: _____

Responsibilities: _____

Practice makes perfect. *Practicing* writing a resume, composing a letter of application for a job, and completing a job application form should *perfect* these skills. Vocational educators could have disadvantaged students develop and perfect their resumes. They may even arrange to have the resumes printed for future placement needs. Vocational educators could supply several different kinds of job application forms to students so that they will be totally familiar with information requested of them on such forms. To learn how to compose a letter of application for a job, students might be asked to compose many letters for many types of positions.

ACTIVITY: Incorporating career exploration materials.

OBJECTIVE:

- To provide students with information about the variety of jobs and careers available
- To help students match their aptitudes with careers

PROCEDURE:

- Incorporate career exploration materials in curriculum
- Establish new Career Exploration and Development courses
- Combine career exploration materials with National Alliance of Businesses-type *youth motivation programs* which bring successful business persons into the classroom to help students focus on career options available to them

HOW ACTIVITY CONDUCTED:

Gradually introduce career exploration materials to students. Encourage students to study careers which interest them. Invite members of the community to discuss different careers. Develop courses and a career resource center to expose students to the variety of occupations available to them.

INFORMATION SOURCE:

Key sources of information for implementing this practice include

- career education specialists
- the Chamber of Commerce
- CETA PRIME SPONSORS: state employment services
- local social service Manpower training program specialist
- representatives from labor unions and community-based organizations (Urban League, OIC, SER, NAACP)

PERSONNEL:

- Vocational teachers
- CETA prime sponsors
- Employment service counselors
- Business personnel

EXPECTED OUTCOME:

The benefits of the activity would be

- students' obtaining specific career/job information which would be useful in planning their entry into the job market
- students' understanding the connection between the "learning process" in school and the "skills and knowledge requirements" of the world of work

CONCERNS OF CONDUCTING ACTIVITY:

Some considerations of incorporating career exploration materials in the curriculum would be that

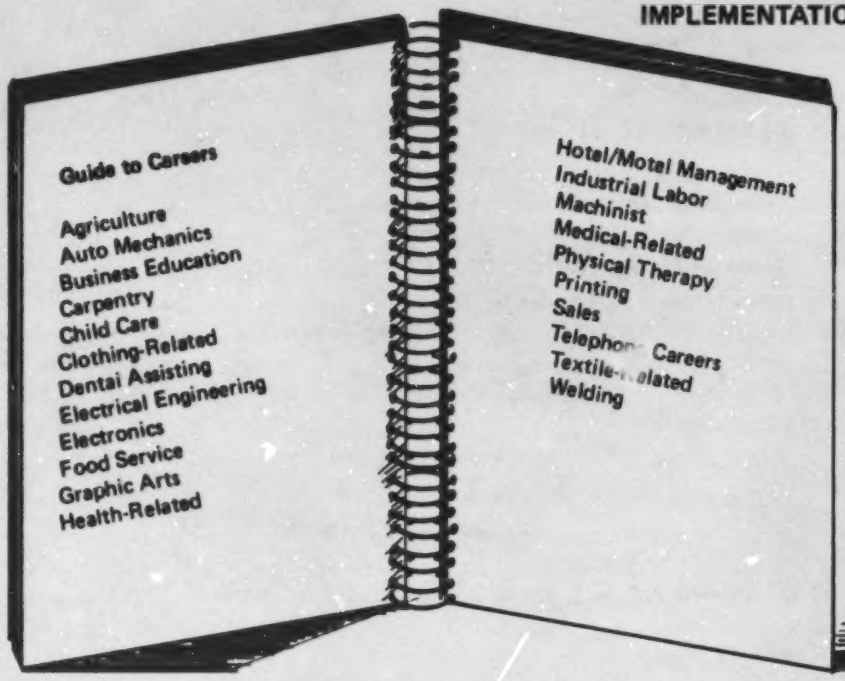
- new courses might have to be designed and implemented
- career exploration materials would have to be obtained
- teachers would have to make a conscious effort to utilize the materials in the vocational education program.

SOLUTIONS:

- State boards of education and local school boards have to adopt a "career emphasis" approach to curricula.
- New programs have to be established within teacher-training institutions to prepare teachers for "career emphasis" approaches to teaching.
- Special inservice educational programs should be established for existing personnel with the responsibility of implementing career exploration programs.

c

IMPLEMENTATION



The vocational educators are identified; the disadvantaged students are enrolled. The next step is career exploration and discovery. Vocational educators can use many resources to help students learn about the variety of careers available and to help them narrow their choices. Field literature can be referred to, such as the *Occupational Outlook Quarterly, Occupational Outlook Handbook*, and commercial products such as *Pathways to Careers, Careers: An Overview, Jobs in Your Future, Art of Developing a Career: A Student's Guide* (to name only a few). Other commercial materials that deal with careers are available in the forms of films, filmstrips, kits, games, cassettes, records, aptitude and ability tests, interest inventories, and workbooks.

Vocational educators might establish a career resource center that students use to become familiar with the range of occupations in the world of work. Other methods of transmitting career information are by guest speakers and on-site visits. Career education specialists and representatives from various fields of work, labor organizations, and speakers' bureaus could talk to students in the vocational education center. The talks would be about the nature of different jobs and different work settings. The speakers would discuss skills needed for certain jobs and employers' expectations. The information given can be underscored and amplified through visits to work locations. These visits would give disadvantaged youth a concrete idea of what occupations exist in the world of work.

Knowing what it takes to pursue a career might help these youth understand the need for vocational education in order to secure and retain a skilled job. All career exploration efforts should help disadvantaged students to identify their interests and abilities and match them with a suitable career. They should also show students what they face at the end of their training and in their full-time employment.

ACTIVITY: Helping disadvantaged students learn how to maintain good social relations and performance on the job.

OBJECTIVE:

To integrate in selected students' course of study a systematic series of activities which should enable them to get along with others on the job and to evaluate their own employability skills

PROCEDURE:

- Conduct a related class for the student incorporating activities and modules in which social and employability skills are highlighted
- Have the on-the-job supervisor work with the student to identify the various aspects of the job
- Request the student to rate himself/herself and request the supervisor to rate the student
- Schedule a session with the student to show weaknesses in job conduct and performance

HOW ACTIVITY CONDUCTED:

The teacher of the related class should provide instruction in how to maintain good social relations and good performance on the job. As students become involved in their on-the-job training, the teacher should discuss with them their progress in developing good social and job skills. The teacher should then revise the related class using feedback gathered by both students and their supervisors from the on-the-job experience.

INFORMATION SOURCE:

Contributions to the curriculum can be made by the on-the-job supervisor who helps the student develop social skills and job competence. Filmstrips, workbooks, and other commercially-produced aids may be employed to broaden the range of instructional devices.

PERSONNEL:

The in-school teacher and the on-the-job supervisor are the central persons involved in conducting the activity.

EXPECTED OUTCOME:

The potential benefit of implementing the activity would be to prepare disadvantaged students for their on-the-job and full-time employment experiences, and to help them correct their problems once they are on the job.

CONCERNS OF CONDUCTING ACTIVITY:

Difficulties of the activity include

- too heavy class loads for the teacher to conduct the activity effectively
- little or no travel reimbursement for the teacher

SOLUTIONS:

- Establish time in the teacher's schedule to plan and implement the related class
- Set up a schedule for the teacher to make on-the-job visits
- Make provisions in the budget for the teacher's travel to and from job sites

b, c

IMPLEMENTATION

A commitment to aiding disadvantaged students develop and maintain good social relations is basic to the vocational education program. A disadvantaged student departing for the world of work will find little success ahead without knowing appropriate, i.e., expected, social behavior.

Vocational education instructors and staff must be ready to squelch unacceptable mannerisms and reinforce productive, thoughtful manners. Disadvantaged students should be clearly informed of what is acceptable and unacceptable behavior. Guidelines could be spelled out in the following way:

Acceptable Behavior

1. Comes to aid of coworkers who need help (especially without being asked)
2. Presents problems and questions to supervisor in a calm fashion
3. Follows directions, rules, and regulations set by supervisor and employer
4. Refrains from gossiping about others
5. Volunteers to do more work than assigned

Unacceptable Behavior

1. Refuses to follow directions or respond when addressed
2. Uses profanity or other abusive language to supervisor or coworkers
3. Uses physical action or threat of violence to resolve problems
4. Vandalizes or destroys property or equipment
5. Creates problems by inciting coworkers' anger, thereby causing disturbances

In addition to the behavioral guidelines, vocational educators could implement role-playing scenes that represent good and bad work behavior. Students might critique, discuss, and record which particular behaviors were constructive and which were unproductive. Students should be expected to exhibit appropriate methods of dealing with others in every facet of their vocational education training. To enforce acceptable behavior, vocational educators might require students to maintain a certain level of conduct as a condition of graduation. Instructors or staff could also partially or wholly exclude students from their vocational programs for infractions of behavioral regulations.

Vocational educators must constantly reinforce students' good behavior and correct the bad. It would be better for students to learn the importance of good social relations during their training for the world of work. Having to learn the lesson during full-time employment may cost a student more than just a bruised ego.

ACTIVITY: Helping disadvantaged students determine employers' performance expectations and job requirements.

OBJECTIVE:

- To establish a vocational exploration program (VEP)
- To provide disadvantaged students with access to employers' work sites to acquire specific job information about employers' performance expectations and job requirements

PROCEDURE:

- Adopt the VEP concept currently being used by many CETA prime sponsors
- Work with the National Alliance of Business and the Chamber of Commerce to obtain assistance in implementing a non-compensatory VEP with local business and industry

HOW ACTIVITY CONDUCTED:

VEP involves a series of visits from one to twenty days on a full- or part-time basis with a variety of private employers by disadvantaged, in-school students. During these "exploratory" visits students meet with workers, supervisors, personnel officials, and counselors who provide specific information about employer performance expectations and job requirements. At the completion of the approximately 400 hours, students have received detailed information of employer expectations and requirements in a broad spectrum of local companies.

INFORMATION SOURCE:

Primary input and recommendations can be obtained from the following organizations:

- CETA prime sponsors
- U.S. Department of Labor
- Office of Youth Programs
- National Alliance of Businesses
- Human Resources Development Institute (AFL-CIO)

PERSONNEL:

Persons involved in this practice should include

- company employees
- school counselors
- practitioners within the vocational education system
- company personnel officials

EXPECTED OUTCOME:

Students should

- be well-briefed on the types of jobs available in local labor markets
- discern employer expectations and requirements for jobs
- obtain information concerning skills and knowledge level required for entry level positions

CONCERNS OF CONDUCTING ACTIVITY:

- Establishing a specific time for release of in-school students who need to participate in the program
- Guaranteeing school staff participation in visitations, assessment, and coordination of the overall program

SOLUTIONS:

- Schedule regular day(s) and time for site visits
- Include all necessary personnel in every aspect of the VEP

b, c

IMPLEMENTATION

A form such as this one could be the basis of a larger instrument for evaluating employers' performance expectations and job requirements. As a career exploration exercise, disadvantaged students could fill out this form in the beginning of their training, in job areas of interest to them. Vocational educators and area employers could review the forms and clarify or amplify the students' responses.

Students could also use the evaluation form during on-the-job training or on-site visits to record their actual observations of employers' performance expectations and job requirements. Employers who host on-the-job training or on-site visits might discuss the students' findings with them.

OCCUPATION: _____

1. Basic tasks: _____
2. Education and training needed: _____
3. Equipment/tools used: _____
4. Physical requirements: _____
5. Hours and days of work: _____
6. Work setting (indoors/outdoors; alone/with others): _____
7. Possible advancements: _____
8. Supervisor's title and responsibilities: _____
9. Work rules: _____
10. Rate of repeating work: _____
11. Beginning wages: _____
12. Benefits –
    Vacation leave _____
    Sick leave _____
    Hospitalization _____
    Retirement _____
13. Disciplinary actions for misconduct: _____

ACTIVITY: Developing a unit on starting and successfully managing a business.

OBJECTIVE:

- To give the students the necessary training starting at the beginning of the vocational education program to enable them to operate their own business by the end of the program

PROCEDURE:

- Students are selected for a self-employment program in vocational education
- Students spend four hours in the classroom and four hours in on-the-job training
- A contract is drawn up between the school and the employer with the agreement that the work supervisors will be "semi-teachers"
- The coordinator or a teacher checks the students' progress and the work supervisors' administration of the training plan bi-weekly

HOW ACTIVITY CONDUCTED:

Students' academic standing, educational plans, and vocational interests are evaluated by a guidance counselor. If they are qualified candidates, they will be channeled into the self-employment program.

INFORMATION SOURCE:

- Area employers
- Advisory council

PERSONNEL:

- Skills teachers
- Coordinator
- Work supervisors

EXPECTED OUTCOME:

The anticipated results of the activity would be

- students' being able to establish and operate their own businesses
- students' becoming employed by their former supervisors or employers
- building community confidence in the skills of disadvantaged students

CONCERNS OF CONDUCTING ACTIVITY:

Some impediments to conducting the activity may be

- students losing interest in a lengthy training program
- employers being dissatisfied with students' job performance or behavior

SOLUTIONS:

To avert the above difficulties

- choose only strongly motivated students for self-employment training
- check student's progress and relationship with supervisor frequently to prevent difficulties
- assist supervisor in any problematical situation that he/she faces with the student

b, c

IMPLEMENTATION

Vocational educators can help disadvantaged students to learn how to start and maintain their own businesses. However, the educators can only help. They cannot give a business to or create one for the students. It is a major task to make disadvantaged students employable. So it is an even larger undertaking to make disadvantaged students "self-employable."

The disadvantaged students who desire to be involved in and who would most likely benefit from a self-employed situation should be identified. Therefore, assessment of all students' abilities and interests should take place at the onset of the vocational education program. Vocational educators might try to evaluate students' maturity and independence, too. This could be tried in a very basic way: observation and consensus of students' behavior by staff and instructors.

After the vocational educators have selected which students would benefit from a program for self-employment, training can begin. The major portion of the program should be on-the-job training. The on-the-job training should be initiated as soon as a student understands the various aspects of his/her chosen field. The on-the-job training is an employer-student hookup or apprenticeship. The length of the apprenticeship depends on the difficulty of the occupation to be learned. The more complex the occupation, the greater the duration of on-the-job training.

Whatever the length of the on-the-job training, *frequent* visits should be made by the vocational education coordinators to check the student's progress. The coordinator should check the student's adjustment to his/her work setting and the student's work performance to date. Conferences should be held with the employer or supervisor as well as the student. Any problems or questions by employer or student should be dealt with during these visits.

Besides giving disadvantaged students the background to start their own businesses, vocational educators must provide the students with constant encouragement. Emotional support may be the key to helping students stick with their training from the start to the point of working independently. In addition to the coordinator making frequent visits to on-the-job sites, the director of vocational education may make regular visits, too. This would show the commitment and concern of all the designers of the training program to see that the student succeeds in his/her apprenticeship and advances in the direction of self-employment.

ACTIVITY: Creating and soliticing jobs for the disadvantaged through in-class announcements, school newspapers, posters, flyers, bulletin boards, and student clubs.

OBJECTIVE:

- To make students aware of job possibilities and occupational clusters
- To help students detect and analyze job market trends

PROCEDURE:

- Select students or staff to put job news in posters, flyers, bulletin boards
- Prepare bulletin board readily visible to all students
- Plan for employers to make three-minute presentations over public address system
- Develop and distribute flyers and posters
- Advertise job opportunities in school newspapers

HOW ACTIVITY CONDUCTED:

Activity primarily involves students' taking class time to make job opportunity announcements to other students.

INFORMATION SOURCE:

- Local employers
- Employment agencies
- Newspapers
- Statewide job banks
- Community action agencies

PERSONNEL:

Counseling personnel and instructors can coordinate this activity.

EXPECTED OUTCOME:

By carrying out this practice, students should have an increased awareness of the job world and job possibilities. They should also have acquired the ability to identify and analyze job market trends.

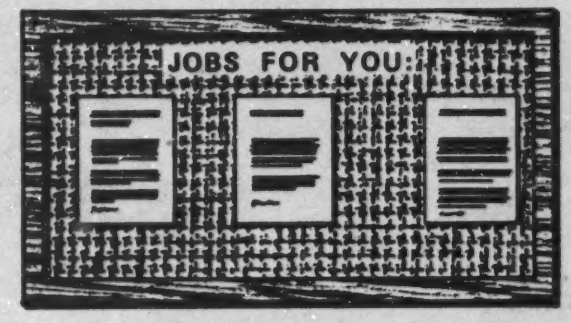
CONCERNS OF CONDUCTING ACTIVITY:

To help create and solicit jobs for disadvantaged students, up-to-date job market information should be gathered and disseminated to the students. Insufficient planning, lack of personnel, and lack of time are impediments to keeping abreast of current employment opportunities.

SOLUTIONS:

- Appoint advisory committee of interested students and business representatives to disseminate job information
- Plan regular meetings
- Plan routine information-gathering process
- Have regular schedule for changing bulletin boards and keeping job announcements current

a, b, c, d, e



IMPLEMENTATION

Posters, flyers, bulletin boards, school newspapers, in-class announcements, and students' clubs are means of disseminating information on job opportunities to disadvantaged students. If time permits, students themselves can organize and disseminate the job market information. Otherwise vocational instructors, administrators, or advisory committees can conduct these activities.

Written announcements regarding job openings or general job news items should be posted at a set time (for example, every Monday at 10:00 a.m.) and at a set place (for example, the lobby bulletin board). Posters and flyers should convey messages that are attention-getting, clearly stated, and easy to understand. If the messages have to do with job openings, the name of the firm, address, type of job available, and the contact person should be mentioned. Photographs of the job sites could be included in the posters or flyers, too.

Announcements of jobs can also be advertised in a particular section of the school newspaper. Besides a "help wanted" type section, features of students doing well in on-the-job training or full-time employment can be included. Such features would give other students hope for future job success and suggestions for possible places in which to find permanent employment.

Oral communication about job openings and job news can be done by in-class announcements and student clubs. That is, students in class and students in clubs can develop and/or deliver news items to other students. Oral messages should be clearly spoken, simple, and phrased in the language of the listeners.

When students are put in charge of gathering and disseminating job information, they will learn firsthand what job opportunities exist. They will also learn what are the most effective methods of communicating that information to a special group of people, i.e. disadvantaged students.

ACTIVITY: Using the media to solicit and create jobs for the disadvantaged.

OBJECTIVE:

- To make the private business sector aware of need for jobs for disadvantaged students and pool of potential employees

PROCEDURE:

- Make periodic visits to local newspapers
- Prepare news releases about employer tax benefits or other advantages
- Purchase "job wanted" ad space
- Talk to civic groups
- Invite media personnel to student/school functions
- Disseminate club newsletters to the media

HOW ACTIVITY CONDUCTED:

The activity includes brief visits to media persons once a week, having student officers prepare news releases for the media, and having the state organization subscribe to a *News Ready* service.

INFORMATION SOURCE:

Sources of information are the Chamber of Commerce which provides a list of news outlets, "Broadcaster" magazine which provides "tips" for public service, news reporters, and the S&H Green Stamps public relations kits.

PERSONNEL:

Persons involved in this activity are

- vocational teachers
- counselors
- media managers
- reporters
- students

EXPECTED OUTCOME:

By making businesspeople aware of a pool of potential employees, more jobs should be made available to disadvantaged students.

CONCERNS OF CONDUCTING ACTIVITY:

Obstacles of conducting this practice include the following:

- Business personnel managers may not be aware of media advertisement of disadvantaged employers
- Advertising time and space may be limited
- Students may not be available for employers with specific needs
- Follow-up of media manager may be irregular

SOLUTIONS:

Ways of removing obstacles are to follow up media contacts continually by providing them with prepared "spots" and by including media people in relevant school functions. Another solution is to work with outside coordinators and vocational instructors to build a reputation as an "employment clearing-house."

c

IMPLEMENTATION

Radio Spot Announcement

Eltonville Area Vocational Technical School
Jimmy Upandcoming, Publicity Chairperson
4323 East Broad Street
Eltonville, IN 43215

Subject: Vo. Tech. Open House
FOR BROADCAST
March 12-19

Reading Time -- 20 seconds

Are you a local employer looking for a trained worker to help you smooth out your business operation?

The Eltonville Area Vocational Technical School is holding an Open House on Monday, March 26, at 7:00 p.m. at its 4323 East Broad Street address.

Local business persons and the community at large are invited to the Vo. Tech. School to see the skills taught, to meet the instructors, and to see the students work in their program areas.

To sign up for the Open House, call 356-7214. You'll find your visit well worth the investment of time.

The TV and radio are ways to give a vocational education program widespread attention. These media can be used to advertise the skills of disadvantaged students for on-the-job training or full-time employment. They can advertise any news items or special events of the vocational education program which would draw interest from area employers.

Perhaps the best persons to write TV and radio spots are the students themselves. This would give them exposure to the media and the chance to perfect their writing skills. Instructors, staff, and advisory members can compose the spots, too. Whoever does the promoting for the disadvantaged students and their vocational education program should know what the media require in terms of writing and typing styles and times and dates for submitting announcements.

ACTIVITY: Using newspapers and news releases to advertise and solicit jobs for the disadvantaged.

OBJECTIVE:

- To make local businesses and industries aware of students who are available for employment and training
- To let the community know that educational organizations, businesses, and industry are cooperating in serving the employment needs of disadvantaged students

PROCEDURE:

- An advisory committee advertises the availability of jobs and a pool of potential employees, i.e., the disadvantaged students
- Job developers identify prospective employers to the students

HOW ACTIVITY CONDUCTED:

An advisory committee of representatives from the unions, businesses, industries, and civic organizations is formed. This committee supports and disseminates the program in which the disadvantaged students participate. The support and dissemination can be accomplished by having the advisory committee members

- hire the disadvantaged
- ask their associates to do the same
- use the local media to advertise the program's benefits to area employers, students, and others

Job developers should then follow up by contacting prospective employers and formulating a list of possible job opportunities for the students.

INFORMATION SOURCE:

Information sources are

- the state education agency
- local civic organizations
- representatives from unions, businesses, and industries

PERSONNEL:

The persons conducting this activity are

- job placement coordinators
- job developers
- advisory committee members

EXPECTED OUTCOME:

The outcome is to increase the probability of disadvantaged students becoming full-time, permanently employed, and productive workers.

CONCERNS OF CONDUCTING ACTIVITY:

Possible concerns of the practice are

- gaining cooperation from newspapers to publish vocational educational news items
- unresponsiveness of employers to published news items

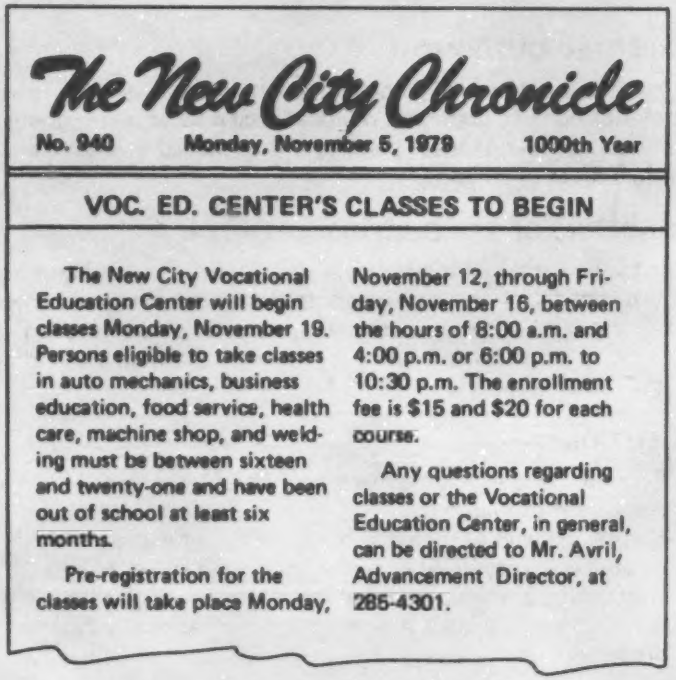
SOLUTIONS:

Some ways to resolve these concerns include the following:

- Include newspaper personnel in school functions
- Have vocational educators and students visit newspaper building for non-business matters
- Send news clippings to employers
- Place vocational education news items in related publications and/or publications which are read by business persons

c, d, e

IMPLEMENTATION



The New City Chronicle

No. 940 Monday, November 5, 1979 1000th Year

VOC. ED. CENTER'S CLASSES TO BEGIN

The New City Vocational Education Center will begin classes Monday, November 19. Persons eligible to take classes in auto mechanics, business education, food service, health care, machine shop, and welding must be between sixteen and twenty-one and have been out of school at least six months.

Pre-registration for the classes will take place Monday, November 12, through Friday, November 16, between the hours of 8:00 a.m. and 4:00 p.m. or 6:00 p.m. to 10:30 p.m. The enrollment fee is $15 and $20 for each course.

Any questions regarding classes or the Vocational Education Center, in general, can be directed to Mr. Avril, Advancement Director, at 285-4301.

The vocational education system's advisory committee or the vocational educators or students could assume the responsibility for writing news releases. The purpose of the releases would be to familiarize the public with the vocational education program of disadvantaged students. The releases might pertain to special events such as the start of classes and graduation, fund-raising activities, or student accomplishments.

The news releases should appear in the newspapers, magazines, and other literature to which business persons heavily subscribe. This way business persons will be aware of a trained group of potential employees. Writers of the news releases should know what the publication's requirements are for format and writing style and what the deadlines are for submission. The more the news releases reflect the publication's "look" and "sound," the greater probability subsequent releases will be accepted.

ACTIVITY: Using mail-outs and other sales techniques to solicit and create jobs for the disadvantaged.

OBJECTIVE:

- To develop a list of entry level jobs in vocational education program areas for disadvantaged students

PROCEDURE:

- Survey businesses and industries (via mail-outs) for job possibilities
- Follow up surveying with personal contacts
- Develop a list of potential employers of disadvantaged students

HOW ACTIVITY CONDUCTED:

The cooperative education coordinator or job developers arrange mail-outs (letters, brochures, surveys) and visits to potential employers of disadvantaged youth.

INFORMATION SOURCE:

Sources of information are

- the Chamber of Commerce
- the state Employment Service
- trade organizations

PERSONNEL:

Persons who are directly or indirectly related to the activity are the

- cooperative education coordinator
- job developers
- job counselors
- placement specialists

EXPECTED OUTCOME:

It is expected that with a concentrated effort to identify entry level jobs open to graduates of vocational education programs, a greater number of these persons will be placed in jobs related to their areas of training.

CONCERNS OF CONDUCTING ACTIVITY:

Due to the nature of the survey, results are difficult to interpret. This means that time must be allotted to make personal contacts. Also, the duties of the personnel may not be clearly enough defined to allow for the gathering, dissemination, and updating of the list of employers.

SOLUTIONS:

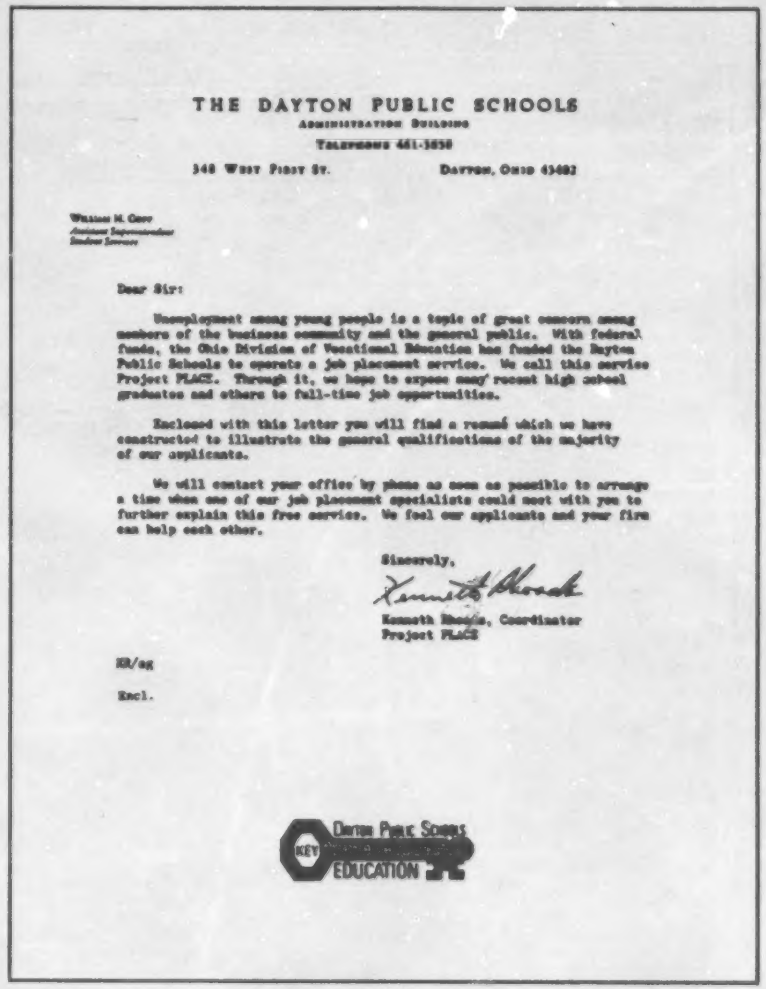
- Personal visits should be made to employers who have not responded to mail-outs.
- Employers who participate in vocational education should be contacted *regularly* to renew their involvement.
- Uninvolved employers should be contacted, by mail-out or personal visit, to elicit support for the vocational education program.

c, d, e

IMPLEMENTATION

Vocational educators can modify a letter* like the one shown here to solicit and create jobs for disadvantaged students. A letter such as this one could be sent to every local employer. Student resumes, a catalog of courses, and general publicity on the vocational education program (brochures, pamphlets) could be enclosed with the letter.

After employers receive their letter or packet, job developers or other vocational education personnel should visit the employers to determine their interest in participating in the program. A list should be made of those employers who are willing to provide services for the disadvantaged. This list should be updated at regular intervals. Also, "old" and "new" employers should be visited or phoned periodically to maintain good relations and to find out what opportunities are available for disadvantaged students.



THE DAYTON PUBLIC SCHOOLS
ADMINISTRATION BUILDING
TELEPHONE 461-5650
348 WEST FIRST ST. DAYTON, OHIO 45402

William H. Geer
Assistant Superintendent
Student Services

Dear Sir:

Unemployment among young people is a topic of great concern among members of the business community and the general public. With federal funds, the Ohio Division of Vocational Education has funded the Dayton Public Schools to operate a job placement service. We call this service Project PLACE. Through it, we hope to expose many recent high school graduates and others to full-time job opportunities.

Enclosed with this letter you will find a resumé which we have constructed to illustrate the general qualifications of the majority of our applicants.

We will contact your office by phone as soon as possible to arrange a time when one of our job placement specialists could meet with you to further explain this free service. We feel our applicants and your firm can help each other.

Sincerely,

Kenneth Rhoads

Kenneth Rhoads, Coordinator
Project PLACE

KR/ag

Encl.

Dayton Public Schools KEY EDUCATION

* Permission to use letter granted by The Dayton Public Schools, Dayton, Ohio.

JOB PLACEMENT

DEFINITION OF JOB PLACEMENT

Placement and placement services have been defined as "Services to school graduates and learners depending upon the desire of the individual to obtain gainful employment, to continue education, or to engage in a combination of employment and education."[7] A definition for school-based placement found in the Michigan Placement Guide states: "School-based placement services cover the entire range of assistance offered by a school to help the student develop and implement his or her career plan."[8]

In its broadest sense, placement is anything that the school system does in order to assist individuals to take the next step. Translated into specific career-related functions, Martin defines placement to include the following:

- Career awareness activities
- Career exploration activities
- Career planning
- Career decision making
- Pre-employment preparation
- Educational placement
- Curriculum modification[9]

Peters, on the other hand, has defined job placement in a three-stage or -phase process:

- Pre-employment orientation, registration, and preparation for referral
- Job order listing, selection, and referral
- Follow-up[10]

He conceives each of these as a separate and distinct step, usually occurring in an orderly sequence:

- Staff should be assigned full-time responsibility for providing placement services.
- Placement services should be provided through the school board budget and without cost to the persons directly served.
- Placement activities should be organized into a formalized system.

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[7] Jack Martin, "School-Based Placement—A Perspective For Training," in *Placement and Follow-up*, edited by Samuel Shipper and Raymond A. Wasil, (Lexington, Mass.: Xerox Individualized Publishing, 1977), p. 6.

[8] State of Michigan, Michigan Department of Education, *Placement Guide* (Lansing, Mich., n.d.).

[9] Martin, p. 6.

[10] Herman J. Peters, "Placement and Follow-up Process," in *Placement and Follow-up*, edited by Samuel Shipper and Raymond A. Wasil, (Lexington, Mass.: Xerox Individualized Publishing, 1977), p. 81.

Buckingham has stated that "the placement service must be more than a simple referral of students to jobs."[11] There appears, however, no generalization as to what else placement should be. Wagner and Wood listed several generalizations conceptualizing various components that a placement service might include, as follows:

- The goals/objectives of a placement program should be established to meet the needs of all students.
- Placement and services should be provided throughout the entire year.
- Placement and programs should facilitate the transition of students from the school environment to the world of work.
- Placement service should be established in such a way as to extend the current placement efforts.
- Placement services should increase career opportunities through job development and facilitating access to further career training.
- A program of placement services should build upon rather than duplicate non-school placement activities.
- Placement and services should be school-based with central coordination.
- A centralized placement office should serve as a clearinghouse for job information for the entire school district.[12]

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[11] L. Buckingham, "Job Placement As a School Program," *American Vocational Journal* 47 (1972): 63-64.

[12] J. F. Wagner and T.R. Wood, *Placement and Follow-up Literature Search* (Jacksonville, Fla: Duval County School Board, 1974), p. 28.

LIST OF JOB PLACEMENT ACTIVITIES AND IMPLEMENTATIONS

	Page
Establish good public relations with all persons and agencies involved in job placement services	40
Contact business, industry, and labor organizations to determine the needs of the employer and employee for future curriculum development	48
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Reduce or eliminate artificial barriers to employment for the disadvantaged (e.g., bonding requirements, tests, or interview stress)	53
Use labor market information to conduct a thorough study of available programs for training students	57
Conduct a thorough study of existing school and community conditions and facilities as they relate to job placement activities	59
Provide counseling to give the disadvantaged student a realistic view of the work environment	61
Provide support services for disadvantaged students in interview situations	63
Identify cooperative education and work/study jobs as well as career exploration and preparedness opportunities within the community for the disadvantaged student	65
Make arrangements for disadvantaged students to visit offices, plants, community agencies, and other organizations to learn about the world of work and the kinds of jobs in which people are engaged	67
Work with advisory committees in planning and implementing placement services	69
As job placement officer, serve as a resource person to the vocational guidance counseling staff	71
Identify potential employers and involve them in school activities	73

ACTIVITY: Establish good public relations with all persons and agencies involved in job placement services.

OBJECTIVE:

- To develop a working relationship with the local employment agencies and prospective employers
- To make available to the job placement coordinators a job bank to use in placing their students

PROCEDURE:

- Form a local advisory committee derived from all elements of the community to assist in promoting good public relations of the vocational education program and placement of disadvantaged individuals
- Create and mail printed material to employers which describes the program and is brief, attractive, and concise
- Follow up by personal visits to key hiring personnel

HOW ACTIVITY CONDUCTED:

Job coordinators, counselors, or advisory committee members should systematically visit employers after sending them printed materials. During these visits, employers should be encouraged to provide vocational training sites and full-time employment for students.

INFORMATION SOURCE:

- Local Chamber of Commerce
- Area Employment Security Office
- Personnel managers
- Members of the advisory committee
- Area employers
- Business and civic associations

PERSONNEL:

- Advisory committee members
- Job coordinators
- Vocational counselors

EXPECTED OUTCOMES:

- The entire business community would share in the development of self-sufficient citizens from the ranks of the disadvantaged.
- A significant number of disadvantaged youths would be placed in job training and full-time employment.

CONCERNS OF CONDUCTING ACTIVITY:

- Insufficient communication with potential employers
- Competition with similar public and private programs for jobs
- Lack of schooling and job skills on the part of students

SOLUTIONS:

- Explain to employers what their participation means in terms of tax advantages, building the local economy, and job satisfaction for themselves and for the students.
- Provide counseling assistance to students and employers when problems from placements arise.

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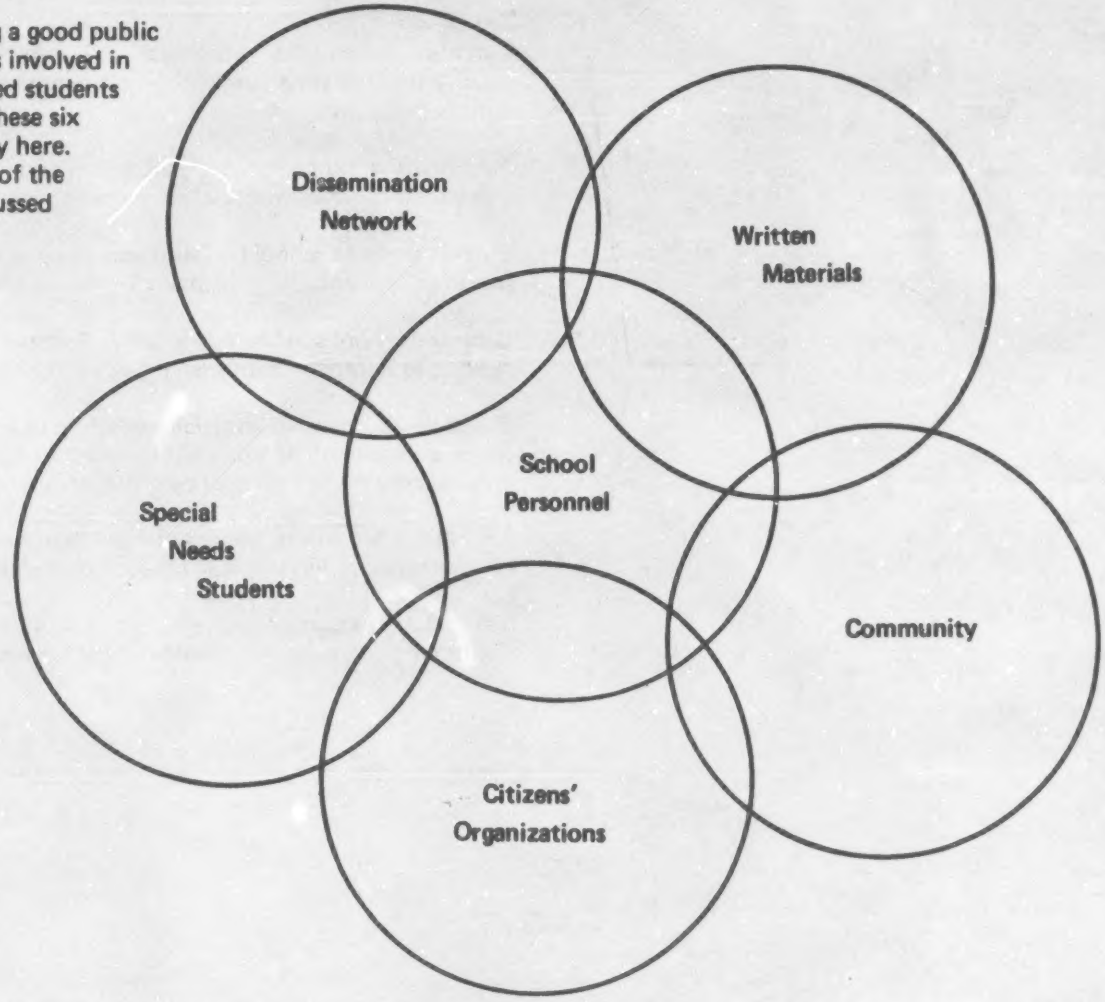
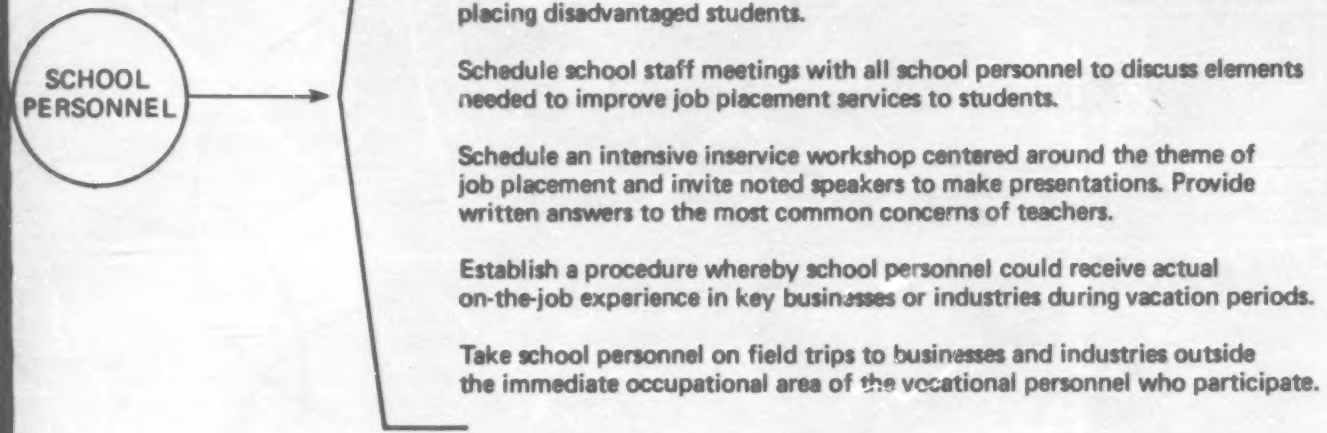
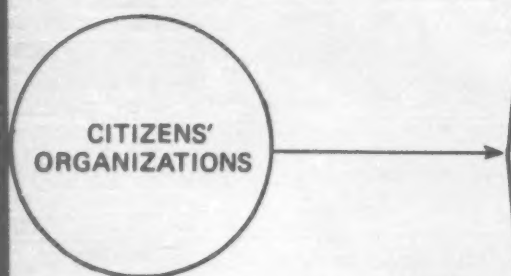
IMPLEMENTATION

Establishing and maintaining a good public relations program with all persons involved in the job placement of disadvantaged students involves six interacting factors. These six factors are represented graphically here. Activities for implementing each of the six factors are suggested and discussed on the following pages.




SCHOOL PERSONNEL
Establish and maintain a professional library accessible to members of the faculty that contains publications pertaining to job placement services for the disadvantaged.
Participate in professional organizations and meetings related to job placement for disadvantaged at the regional and local levels.
Submit items to school bulletins and newspapers related to the success of placing disadvantaged students.
Schedule school staff meetings with all school personnel to discuss elements needed to improve job placement services to students.
Schedule an intensive inservice workshop centered around the theme of job placement and invite noted speakers to make presentations. Provide written answers to the most common concerns of teachers.
Establish a procedure whereby school personnel could receive actual on-the-job experience in key businesses or industries during vacation periods.
Take school personnel on field trips to businesses and industries outside the immediate occupational area of the vocational personnel who participate.



Assist school administrators and instructors to establish a job placement policy for the disadvantaged.

Assist in the preparation of measurable objectives for job placement services.

Maintain all advisory council activity on an advisory status only.

Assist in establishing public relations procedures both internally and externally to encourage disadvantaged students to consider the benefits of vocational education and training by

- assisting in the formulation of a speakers' bureau to publicize vocational education
- assisting in the establishment of procedures for approaching parents to provide vocational education information to students

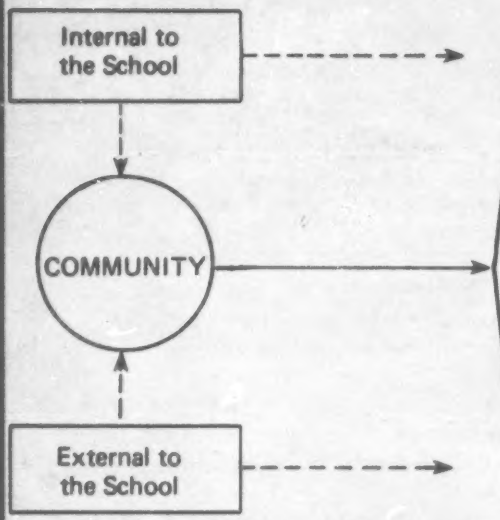
Arrange plant or field day visits for students, instructors, and parents that are interesting and educational to enhance classroom instruction.

Provide specialized vocational education literature to teachers, counselors, parents, and students.

Assist instructors in the formation of accurate, realistic, and specialized instructional projects for group and individualized instruction.

Participate in and help interpret surveys of local industry manpower needs, job availability, anticipated employment in the community, and identification of employment areas.

Assist in the placement of students in part- and full-time employment and advise in job placement of vocational education graduates who are disadvantaged.



Invite parents and community leaders to "open house" and "career day" activities. Extend a welcome invitation at all other school activities.

Keep the community informed of all school activities through school newsletters, bulletins, and flyers.

Invite community organizations to use school facilities for meetings.

Provide specific adult activities with "hands on" experiences.

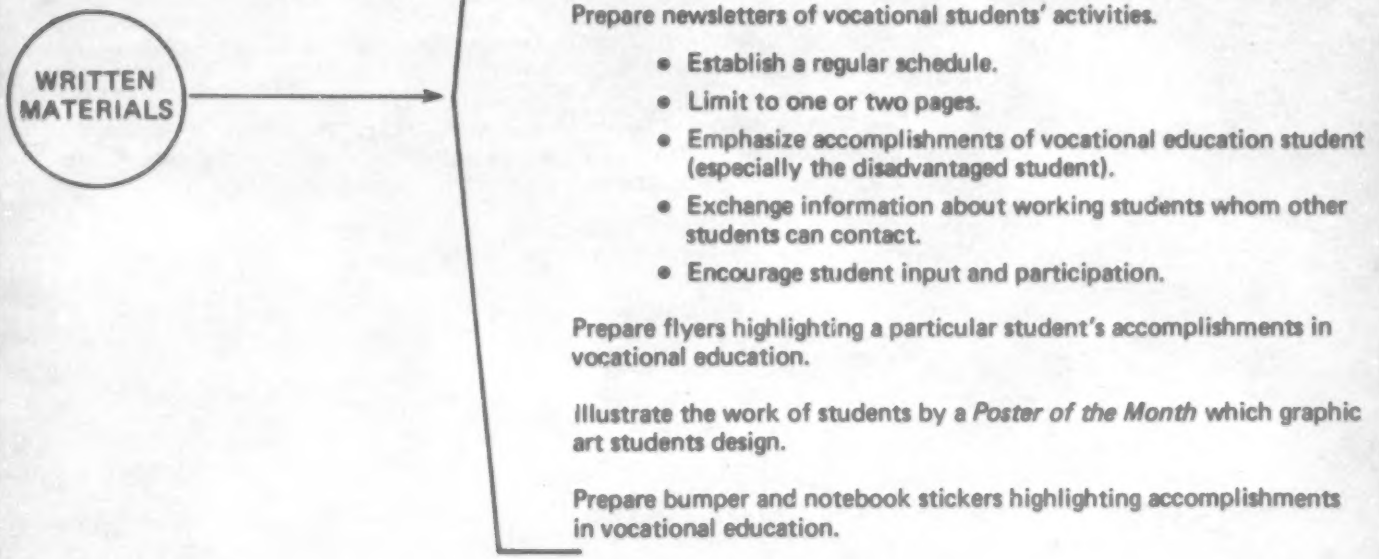
Make a list of community organizations that have not had direct contact with the school during the preceding year. Invite those organizations to the school facility and functions.

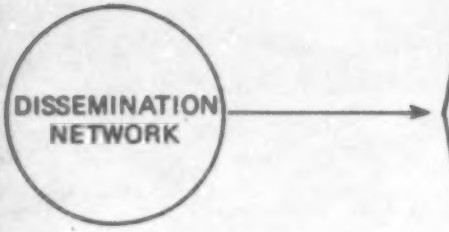
Maintain a speaker's list of school personnel willing to speak at school functions.

Involve vocational education students as speakers or participants in community activities.

Develop an informal network of citizens and have informal gatherings at private homes.

Visit community leaders at their places of employment, homes, or offices (making certain to contact them in advance) until a good relationship is established.


WRITTEN MATERIALS
Prepare a school catalog or handbook of activities which highlights vocational education (particularly disadvantaged students) in positive settings.
• Review existing handbooks and catalogs for suggestions.
• Develop content.
• Make use of extensive media and visual aids.
• Disseminate to businesses both at state and local levels.
• Provide a means of updating former students' activities in the work environment.
Prepare newsletters of vocational students' activities.
• Establish a regular schedule.
• Limit to one or two pages.
• Emphasize accomplishments of vocational education student (especially the disadvantaged student).
• Exchange information about working students whom other students can contact.
• Encourage student input and participation.
Prepare flyers highlighting a particular student's accomplishments in vocational education.
Illustrate the work of students by a *Poster of the Month* which graphic art students design.
Prepare bumper and notebook stickers highlighting accomplishments in vocational education.



Designate a news release coordinator in each school or district.

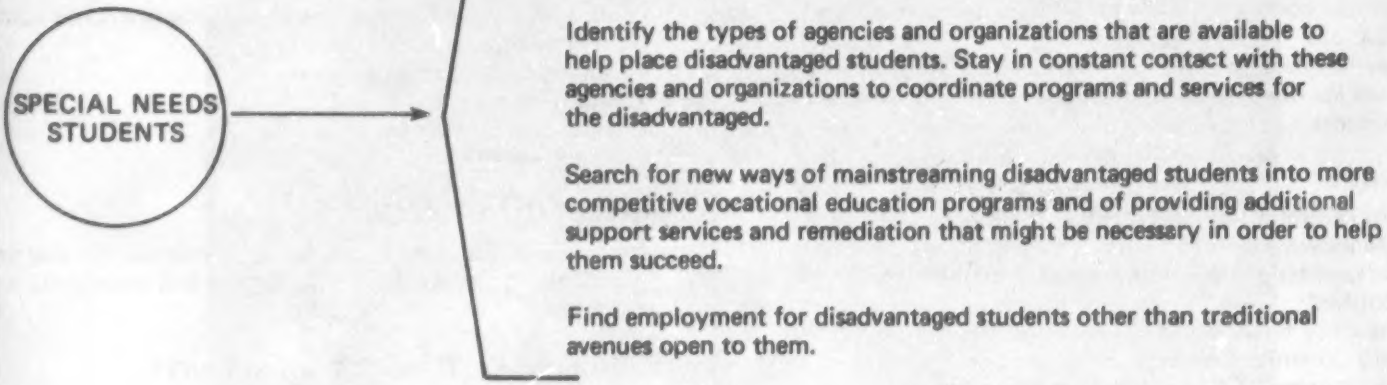
Release news items to all local mass media including public service stations and educational channels on radio and television. Encourage radio stations to feature coverage.

Write simple, direct statements highlighting student accomplishments in vocational education programs on a monthly basis.

Participate in radio and television talk shows allowing students as much participation as possible to highlight their achievements.

Broadcast announcements concerning career fairs, open house, and special events.

Use radio and television to disseminate job placement information and for recruiting purposes featuring the employee of the week who will be graduating and skills of that individual.


SPECIAL NEEDS STUDENTS
Form a committee or subcommittee within the advisory committee organization to concentrate on problems of hiring the disadvantaged. Plan and implement a program of work for the committee; evaluate and revise based on data.
Identify the types of agencies and organizations that are available to help place disadvantaged students. Stay in constant contact with these agencies and organizations to coordinate programs and services for the disadvantaged.
Search for new ways of mainstreaming disadvantaged students into more competitive vocational education programs and of providing additional support services and remediation that might be necessary in order to help them succeed.
Find employment for disadvantaged students other than traditional avenues open to them.

ACTIVITY: Contact business, industry, and labor organizations to determine the needs of the employer and employee for future curriculum development.

OBJECTIVE:

- To maintain continuous dialogue with various community organizations
- To relay feedback to the board of education and staff monitors for the purpose of meeting the needs of business and students

PROCEDURE:

- Appoint central office staff member to serve on the local Manpower Planning Council
- Acquire profiles of the community as manpower needs are identified
- Become a key figure on the Chamber of Commerce Advisory Committee on Education (as co-chairperson) and the Chamber of Commerce (as a board member)

HOW ACTIVITY CONDUCTED:

Maintain communication with business, industry, and labor organizations through constant attendance at and participation in committee and sub-committee meetings, including

- Manpower Planning Council
- advisory committee

Involve school staff with activities such as Educators-In-Industry and Career Guidance Institutes.

INFORMATION SOURCE:

Information sources include

- Chamber of Commerce Advisory Committee on Education
- National Alliance of Businesses
- Business Education Liaison Committee
- Area Manufacturers Association
- state Employment Service

PERSONNEL:

Persons who should be involved in this practice could include

- director of vocational education
- work experience coordinators
- career counselors
- vocational instructors
- school administrators

EXPECTED OUTCOME:

The expected outcome would be to provide current and relevant information to educators for developing and revising curriculum offerings.

CONCERNS OF CONDUCTING ACTIVITY:

Impediments to conducting this activity include

- lack of time for staff to serve on the committees
- difficulties in establishing and maintaining an operating advisory committee
- difficulties in establishing credibility with the board of education and the advisory committee

SOLUTIONS:

- Encourage the superintendent and board of education to serve on committees.
- Provide assistance in disseminating information.
- Give recognition for work completed.
- Use information for implementing curriculum changes.

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IMPLEMENTATION

Employers' Needs and Curriculum Development

Every opportunity to improve the vocational education curriculum should be explored. Without a relevant curriculum, the success of placing disadvantaged youth in jobs will be diminished. The most probable persons to determine employer and employee needs would be the director of vocational education, work experience coordinator, or career counselor. Various information sources should be used to develop a list of employers and then devise a plan to contact them, to gather information, and to relay that information to the appropriate persons. A month's schedule for the individual carrying out this activity might be as follows.

NOVEMBER				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
			1	2
5 Study information relating to local employers' hiring practices and working conditions.	6 →	7 →	8 Telephone employers to make appointments for visits.	9 →
12 Develop questions to ascertain employers' present and future needs.	13 2-3 company visits	14 2-3 company visits	15 2-3 company visits	16 2-3 company visits
19 2-3 company visits	20 2-3 company visits	21 Place data collected in a permanent, easy-to-refer-to record system.	22 Write up report of findings. →	23 →
26 Meet with advisory committee to discuss findings.	27 Meet with Chamber of Commerce's Advisory Committee on Education.	28 Present report to board of directors and administrators of vocational education program.	29 Consult with instructors about changes in curriculum. →	30 →

ACTIVITY: Establish procedures for conducting career day fairs and cooperate with job placement counselors to execute these procedures.

OBJECTIVE:

- To make students aware of various community employment opportunities
- To provide students with information beneficial in securing a job, keeping a job, and qualifying for advancement

PROCEDURE:

- Develop list of trades and industries
- Have personnel representatives from trades and industries participate in the fair
- Publicize the fair through radio, television, newspapers, placards, letters, handbills, telephone calls, person-to-person contacts, and public announcements

HOW ACTIVITY CONDUCTED:

The career fair is held for two to three days. Vocational education representatives, counselors, and other staff members plan displays and schedules. Areas represented in the fair are those most likely to employ students.

Business concerns might include
- department stores
- drug stores
- food stores, hotels/motels
- service stations

Trades might include
- plumber
- electrician
- carpenter
- cosmetologist
- auto mechanic
- nurse's aide

(See page 52.)

PERSONNEL:

The career fair is conducted by the director of vocational education, job counselors, vocational counselors, and other staff working cooperatively with representatives from trade and industries.

INFORMATION SOURCE:

Names of trades and industries are provided by
- Chamber of Commerce
- Employment Security Commission
- CETA offices
- director of vocational education

High school attendance offices provide the names, addresses, and phone numbers of all students who have dropped out of school.

EXPECTED OUTCOME:

The expected outcome would be that students would develop a positive attitude toward the world of work; and many of them would be introduced to and employed on a job of interest to them.

CONCERNS OF CONDUCTING ACTIVITY:

Planners of the career fair need to be aware of
- sessions becoming too large or too small
- some popular sessions conflicting
- lack of punctuality, attendance, communication skills, and interest on the part of the disadvantaged youth attending the fair

SOLUTIONS:

Some ways to improve the career fair are to
- distribute souvenirs and door prizes
- serve refreshments
- apprise employer representatives of behavior to expect from disadvantaged youth
- advise representatives to make their presentations short and interesting

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IMPLEMENTATION

The local Labor Department, Chamber of Commerce, and civic group officials from the school's service areas should be invited to the school for a pre-CAREER DAY planning conference. Community representatives and officials should be introduced and briefed in an informal manner on the philosophy and purposes of CAREER DAY. Emphasis should be placed on community service and needs aspects of the program. This preliminary meeting should take place about four weeks before the actual CAREER DAY program is to begin. Civic groups and Chamber of Commerce officials should announce the upcoming CAREER DAY to their members at their regularly scheduled meetings and should use school officials as program speakers in order to more fully acquaint membership with the CAREER DAY program. Members should be encouraged to visit the school on the scheduled CAREER DAY in order to tour the facilities should they not be interested in any actual hiring. Civic groups and the Chamber of Commerce should be encouraged to set up a table display and to serve as co-hosts to visiting business representatives.

Local labor officials should be encouraged to play an equally integral and visible role throughout the CAREER DAY program. They should be prepared to accept resumes as well as to acquaint students with job possibilities in other parts of the state. Follow-up interviews should be encouraged.

Television, radio, and newspapers should be contacted about the upcoming CAREER DAY program at least two weeks before the actual CAREER DAY is to begin. The media people need to be alerted to the purposes and participants of the CAREER DAY program and should be encouraged to write news articles or broadcast news of the CAREER DAY program. These media people need to be reminded about the CAREER DAY program a few days before it is to begin.

SOME SPECIFIC SUGGESTIONS FOR CONDUCTING A CAREER DAY PROGRAM

Suggestions for Activities to be Conducted

1. Plan a coffee/refreshment period in a central location for instructors and employers for the first thirty minutes of each CAREER DAY.

2. Have packages for each employer representative with:
   - name badge
   - copy of agenda
   - copy of evaluation
   - copy of his/her schedule

3. Make available to employer representatives school catalogs or course outlines.

4. Have name badges for all participating instructors.

5. Have at least one other person from the school staff help greet employer representatives and see that they are introduced to the person who will be their host or hostess.

Just a Reminder

1. School officials need to have spare tables or rooms available for possible use should unscheduled employers appear.

2. Students should be encouraged to write resumes and have a number of them available to disseminate.

3. Persons should be on hand to provide tours of the facilities.

4. At least one official from the school should be available at all times to talk with company and business representatives and to answer questions.

5. Use students who are currently working and former students to provide additional firsthand information to students.

6. Follow up the CAREER DAY program with thank-you letters to each business and industry representative who participated.

ACTIVITY: Reduce or eliminate artificial barriers to employment for the disadvantaged (e.g., bonding requirements, tests, or interview stress).

OBJECTIVE:

- To remove artificial barriers to employment
- To change employers' traditional attitudes toward employment requirements such as minimum grade point average, a high school diploma, or completion of certain courses in high school

PROCEDURE:

- Convince employers of the financial value and the social benefit of employing disadvantaged students
- Develop relations with affirmative action employers willing to waive bonding requirements for disadvantaged students
- Assist students by providing mock interviews
- Simulate interviews using personnel actually involved in hiring

HOW ACTIVITY CONDUCTED:

Personal contact could be made with prospective employers to determine the necessity of job testing. Discuss with employers the necessity of bonding requirements and try to have these waived in extenuating circumstances. During actual interviews, make certain that interviewers have information concerning the student's background. Build employer confidence with selective placement in early experiences.

INFORMATION SOURCE:

Advisory committee members, service clubs, and the local Institute for Public Affairs Research could provide names of firms to contact in an effort to change attitudes of employers in the hiring of disadvantaged students. Personnel in guidance and testing departments could work with various U.S. Employment Offices and legal offices within agencies where students are placed.

PERSONNEL:

- The placement coordinator within existing institutions should work closely with legal staff representatives within agencies and organizations
- Counseling and placement staff could provide support services (e.g., role playing in interview situations and interview techniques) to assist students in solving problems faced in interviews
- Personnel responsible for hiring in business could be included

EXPECTED OUTCOME:

- A number of businesses should waive or reduce bonding requirements for students entering initial employment
- Employers should begin to analyze the relationship between testing procedures and actual job requirements
- Initial interview time should be reduced as the student becomes more familiar with various occupational areas and occupational requirements

CONCERNS OF CONDUCTING ACTIVITY:

- Convince employers that disadvantaged students can perform the required work
- Improve student skills to a level acceptable to an employer and convince the student that he/she can perform.
- Meet mandated student bonding requirements
- Reconcile employer perceptions on test performance to individual's demonstrated skill level

SOLUTIONS:

- Begin the activity with a small number of selected students and, when it works, expand it as much as possible
- Institutional bonding could be established to allow students to pass through their probationary period
- Bonding requirements could be waived

c

IMPLEMENTATION

Support Services play an integral part in helping to reduce or eliminate artificial barriers to employment for disadvantaged youth. Providing support services to management may be an important variable in breaking resistance to hiring individuals who may lack a consistent work record, credentials expected by an employer, or who may have a previous police record. Support services to management may include the development of seminars for first-line supervisors to familiarize them with the problems of the disadvantaged; advising them on training programs that are adaptable to the disadvantaged which will provide a period of acclimation without their taking the standard employment test; and assisting prospective employers in redesigning jobs.

Particularly in entry level positions, employers should be encouraged to look at the skills the disadvantaged can demonstrate for the job as opposed to test scores. The following illustration is an example of a way an employer can evaluate a disadvantaged person's skills *without* a test score:

FUNCTIONAL DEMONSTRATION FOR SELECTED JOB CATEGORIES

OCCUPATION	RELATED SUBJECT	FUNCTIONAL DEMONSTRATION
Mechanic	Fractions	demonstrates the use of tools which have different fractional sizes
	Decimals	demonstrates gapping spark plugs; identifies various tire sizes; overhauls and rebores engines
Landscaper	Geometry	demonstrates marking off plots; determines plant placement and areas
	Fractions	demonstrates pruning trees and computes fractional measurements
Beverage Distributor	Weights and measures	identifies volume and shapes of containers
	Percentage	determines profit; identifies percent of alcoholic content; identifies area of sales distribution
Farmer	Problem solving	determines the amount of seed and fertilizer needed
	Percentages	determines profit and loss
	Ratio and Proportion	dilutes certain herbicides and insecticides
	Stock	determines the amount of food consumed; computes the cost of cattle raising

In order to make an impact on traditional forms of employment, revisions in civil service rules and regulations may have to occur. This may require the mobilization of public opinion and resources to overcome resistance to change. Frequently, this is a political problem where some form of influence must be exerted to change policy.

Support service staff can play an invaluable role in providing disadvantaged students with the opportunity to participate in simulated interview situations. Staff can ask students those questions most frequently problematic in interviews. Students with specific problems can be videotaped so that they can readily observe their strengths and weaknesses.

ACTIVITY: Use labor market information to conduct a thorough study of available programs for training students.

OBJECTIVE:

- To explore the existence and potential growth of job placement activities
- To examine current labor market trends to determine programs, problems, and outlook of training and placement needs

PROCEDURE:

- Survey school systems; state, city, and private facilities
- Survey local industries regarding training programs and job placement activities
- Solicit information from businesses with respect to current training and employment needs
- Identify special conditions, problems, and projections of job placement needs

HOW ACTIVITY CONDUCTED:

Schools and agencies are contacted by telephone for the purpose of identifying personnel who should complete the survey. A survey is sent ahead of time to participants along with a letter or phone call explaining the study. Follow-up phone calls or visits can be made to gather more details.

INFORMATION SOURCE:

Reference sources for executing this practice should include

- vocational education and special education departments of the public school system
- the state Division of Vocational Rehabilitation
- state employment services
- Chamber of Commerce

PERSONNEL:

Personnel include a coordinator and a clerical person. Input from information sources is essential for personnel to conduct the activity.

EXPECTED OUTCOME:

The potential benefit of conducting this kind of study would be to become acquainted with existing training and job placement activities and to identify business and community needs. The results could be used to coordinate and improve current programs and to develop new programs.

CONCERNS OF CONDUCTING ACTIVITY:

Administrators may be reluctant to state conditions relating to the success (or lack of success) in their programs. It may also be difficult to obtain complete surveys from everyone.

SOLUTION:

Individual, personal contact might help to answer questions or problems with the survey and might help to obtain further details.

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IMPLEMENTATION

Conducting a thorough study of available programs for training students for the labor market should lead to more productive job placement endeavors. It would benefit vocational education coordinators to survey as many programs similar to theirs as possible. Adapting successful parts of training programs to individual needs could give disadvantaged students increased employment opportunities. The form below is one which might be modified and mailed to vocational education directors to gather information on their particular programs.

Name of Program _____

Address _____

Community Setting _____

Organizational structure:

– Staff titles and duties

_____

_____

_____

– Staff composition

_____

Students:

Number _____

Age Range _____

Composition _____

Program Completion Rate: _____

Skill Areas Offered:

_____ _____ _____

_____ _____ _____

Career Exploration Activities:

_____

_____

Job Placement Services, e.g., job hunting clinics:

_____

_____

Counseling Services:

_____

_____

Facilities:

_____

_____

Age _____ Condition _____

Equipment:

_____

Age _____ Condition _____

ACTIVITY: Conduct a thorough study of existing school and community conditions and facilities as they relate to job placement activities.

OBJECTIVE:

To identify the placement opportunities of students who have completed the curriculum or who are involved in on-the-job training

PROCEDURE:

The advisory council works with business groups and administrative and curriculum persons to match job preparation programs with job opportunities.

HOW ACTIVITY CONDUCTED:

The study should be an ongoing activity in which constant contact is maintained with employment agencies and business to compile a list of available jobs.

INFORMATION SOURCE:

The school curriculum department, the advisory council, the Chamber of Commerce, the business people's council, public agencies such as the community employment service, and non-public agencies such as the Urban League and private employment services are information sources.

PERSONNEL:

The personnel conducting this activity are administrative staff and the advisory council.

EXPECTED OUTCOME:

By studying conditions and facilities for job placement and the availability of jobs, continuous placement of graduates and students involved in on-the-job training should occur.

CONCERNS OF CONDUCTING ACTIVITY:

It takes clerical and telephone efforts and footwork to maintain a current index of employment opportunities. It also takes planning to keep abreast of new techniques in curriculum and instruction.

SOLUTIONS:

In order to maintain a current list of employment opportunities, updating of the list should take place at regular intervals. Investigating new techniques in curriculum and instruction should be an ongoing activity as well.

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IMPLEMENTATION

By studying school and community conditions and facilities as they relate to job placement activities, vocational educators will become familiar with the work environment which disadvantaged students will enter. This kind of study should give vocational educators a substantive basis on which to expand and improve curriculum and career opportunities for disadvantaged youth. The following questions should serve as guidelines for studying school and community conditions and facilities:

Questions Posed to Determine School and Community Conditions and Facilities as They Relate to JOB PLACEMENT

1. Is the placement facility accessible to disadvantaged students?
2. Is the facility accessible to local employers?
3. Does a cooperative relationship exist between placement personnel and community employers?
4. Are job openings posted conspicuously in the placement facility?
5. Are local employment trends examined to project future job opportunities for disadvantaged youth?
6. Is there an ongoing effort to identify employers receptive to hiring disadvantaged students?
7. Are arrangements made to give disadvantaged students exposure to the world of work *prior* to their placement?

ACTIVITY: Provide counseling to give the disadvantaged student a realistic view of the work environment.

OBJECTIVE:

To assist the student in securing and keeping a job by providing simulated and real-life experiences

PROCEDURE:

Develop a counseling program to teach students employability skills:

- Complete job applications
- Prepare necessary paperwork
- Interact with others in a work atmosphere
- Plan experiences of interpersonal relationships encountered in the world of work

HOW ACTIVITY CONDUCTED:

This counseling activity should be scheduled as part of the school program. Employability skills could be developed through the use of individualized modules. One-to-one or group sessions could be formed. Group sessions could include meetings with individuals from potential work environment. Students could be allowed to do some on-site visits.

INFORMATION SOURCE:

- Advisory committee constituted of representatives from business and labor
- Business forms (job applications, sample tests, etc.)
- Labor information (data on union organization, benefits, etc.)
- Government forms (tax forms, social security, etc.)
- Retired volunteers acting as resource mentors
- Occupational Information System
- Occupational Outlook Handbook

PERSONNEL:

Personnel needed for activity include

- job counselors
- outreach workers
- community resource volunteers

The activity can be conducted by persons with minimal vocational backgrounds. Personnel should have some group counseling skills and familiarity with work situations.

EXPECTED OUTCOME:

- Students would face fewer problems upon entering work
- Students would be aware of potential employer and employee expectations
- Students would be aware of the benefit of work and employment possibilities

CONCERNS OF CONDUCTING ACTIVITY:

- Scheduling resource persons
- Insufficient opportunity for site visits
- Identifying resource volunteers to participate in the project
- Providing school personnel, time, and funds

SOLUTIONS:

- Plan scheduling in advance
- Exchange class periods for site visits
- Publicize need for resource volunteers
- Inform school administration of importance of such counseling

IMPLEMENTATION

Counseling the disadvantaged to provide a realistic view of the work environment includes

- enhancing the student's self-image by developing personal and social skills; and
- explaining employer expectations of the employee's behavior.

To tackle the world of work, the disadvantaged must have self-confidence. Equipping them with the personal and social traits that potential employers seek will make the individual more salable to the working world. Vocational education teachers or counselors could teach disadvantaged students about grooming, nutrition, and effective writing and verbal skills. These topics could be covered in the regular curriculum or apart from it, either in groups or in one-to-one sessions. Any number of instructional aids might be used to convey personal and social traits that lead to success in the world of work. These aids include role playing, films, filmstrips, video/audio cassettes, and individualized program modules.

Vocational education teachers and counselors can use various techniques to inform disadvantaged students about employers' expectations. One technique might be to have local employers, personnel managers, and supervisors talk to the students about what a supervisor expects in terms of behavior. Retired volunteers could also talk to disadvantaged students about the same topic. Vocational education personnel could help students to practice the kind of behavior that will be expected of them when they eventually secure full-time employment. The importance of punctuality, reliability, cooperativeness, and job responsibilities should be stressed. These topics should be reiterated (at every opportunity) throughout vocational education training.

The more efforts made by vocational education personnel to give disadvantaged students a realistic view of the world of work, the better prepared students will be for that world. Strengthening students' self-confidence while teaching productive behavior should help them secure and keep a job.

ACTIVITY: Provide support services for disadvantaged students in interview situations.

OBJECTIVE:

To assist students in making a successful transition from school to the world of work by helping them to achieve personal and career goals and removing obstacles to employment

PROCEDURE:

- Provide students with the opportunity to first simulate interview situations within the school environment
- Practice interview could be arranged with the employer for students who have special difficulty
- Personnel from the school system could accompany the student to the interview site, if necessary

HOW ACTIVITY CONDUCTED:

Time would have to be allocated during the school period to focus on personal development. The interviewer should provide immediate feedback on the student's performance.

INFORMATION SOURCE:

School personnel may record information about the student's performance during the mock interview. A student's performance rating should reflect that student's strengths and weaknesses.

PERSONNEL:

Personnel could include a counselor or preferably an outreach worker with employment and interviewing experience as well as experience in working with disadvantaged students. Vocational classroom teachers could critique the student's actual work performance to provide helpful data to the interviewing personnel.

EXPECTED OUTCOME:

Data could be obtained from those students who have successfully completed an interview and shared with those who did not. This feedback could assist those students in better preparing themselves for succeeding interviews.

CONCERNS OF CONDUCTING ACTIVITY:

Some considerations of conducting this practice would be the negative reactions of students to the feedback they receive and their ability to use this information in a *positive* manner. Additionally, personnel scheduling problems may interfere with all students being able to participate.

SOLUTIONS:

Outreach workers within the school could help students on an individual basis similar to peer counseling. The counselor could schedule individual sessions with those students having difficulty.

b, c

IMPLEMENTATION

An invaluable aid to teaching interview skills to the disadvantaged is to involve them in simulated interview situations. By having students undergo the interview experience, they will learn what to expect from interviewers and what interviewers expect from them. Video cassettes and closed circuit television, in particular, can help students see the images they project to others. The vocational education instructor and classmates can critique a student's performance in a simulated interview situation. Having students participate in a mock interview should help them improve their interview skills and give them more confidence when the real circumstance arises. The following is a dialogue that a vocational education instructor might implement to guide a simulated interview:

Personnel Manager:	Welcome, Mr. Jones. Please sit down.
Mr. Jones:	Thank you, Mr. Smith.
Personnel Manager:	In reviewing your resume, I see you have just completed a twelve-week business education course at the Browne County Vocational Education Center. The resume states that you type 55 words per minute and take shorthand at 100 words per minute.
Mr. Jones:	That's correct, Mr. Smith. My business education course also taught me about office procedures, office machines, and telephone etiquette.
Personnel Manager:	Our company presently has a clerical position open that . . .

ACTIVITY: Identify cooperative education and work/study jobs as well as career exploration and preparedness opportunities within the community for the disadvantaged student.

OBJECTIVE:

To establish community linkages which include employer (sponsor), potential job sites, and advisory council members

PROCEDURE:

- Obtain a list of businesses and industries from the Tax Office, Chamber of Commerce, and Telephone Company
- Establish cross-reference lists for new and discontinued businesses and industries, products, and personnel
- Form advisory committees for various programs

HOW ACTIVITY CONDUCTED:

The practice could be implemented in a two- to four-month period by means of a staff team effort and the advisory committee's activity. These committees then determine the employment picture and strategies for placement.

INFORMATION SOURCE:

The following sources can provide information leading to employment opportunities:

- Chamber of Commerce
- Tax Office
- Telephone Company
- Advisory council and committees
- Employment Security Commission
- Job Service
- Local Labor Department's published data

PERSONNEL:

The minimum number of personnel needed is six — one teacher-recorder for each program area, three to seven advisory committee members for each program area, one job placement or project coordinator, and one project secretary.

EXPECTED OUTCOME:

The results of implementing this practice should be a list of jobs and career opportunities for disadvantaged youth, a number of employer sponsors for cooperative programs, improved placement of students and graduates, and enhanced public relations between vocational educators and community.

CONCERNS OF CONDUCTING ACTIVITY:

Some of the obstacles which may hinder the implementation of this activity are

- difficulties with finding time and personnel
- "selling" the project to staff
- gaining support of LEAs, community agencies, and advisory committees
- carrying out follow-through activities

SOLUTIONS:

The need of the practice must be made clear to the staff so that it (the staff) can reach a consensus on the definition of the problems and possible solutions. The same should be done for and by the LEA board's staffs, community agencies, and advisory council. Good public relations efforts ought to be established with the community.

c, d, e

IMPLEMENTATION

With the cooperative effort of the advisory committee, the job placement coordinator, and possibly the instructors representing vocational education program areas, a list of businesses related to the vocational education program's fields of training can be formulated. The job placement coordinator or advisory council member should contact employers to elicit their commitment to providing training sites for disadvantaged students.

On-the-job training schedules can be set up in a variety of ways. Mornings could be designated for classroom-type instruction and afternoons for on-the-job training. This schedule might even be reversed. Another possibility is alternating days or weeks. One day (or week) could be spent in classroom training, and the next day (or week) in work site training. Another option, if the vocational education program were academically structured, might be to divide a fifteen-week semester as such: three weeks for in-class preparation, ten weeks for on-the-job training, and two weeks for in-class review. Various arrangements can be made to give disadvantaged students real-life job experiences.

Personnel planning on-the-job training should make this facet of the vocational education program as relevant to the disadvantaged student's needs and interests as possible. The better matched students' classroom training is with their on-the-job training, the better prepared they will be for full-time employment. Also, if a student is well-matched with an employer in this preplacement activity, it may promote further employer involvement with disadvantaged students and with the student's vocational educational program.

ACTIVITY: Make arrangements for disadvantaged students to visit offices, plants, community agencies, and other organizations to learn about the world of work and the kinds of jobs in which people are engaged.

OBJECTIVE:

- To familiarize students with the work environment
- To learn how people act, dress, and conduct themselves in work situations

PROCEDURE:

- Students "shadow" individuals who work in various occupations
- Students explore, through filmstrips and video tapes, the lifestyles of people employed in various occupations

HOW ACTIVITY CONDUCTED:

Vocational education staff should meet with community groups, clubs, and organizations to discuss the possibility of having students visit them. More importantly, staff should investigate the possibility of having students "shadow" employees in organizations. The activity should include showing video tapes and filmstrips to further illustrate the lifestyles of persons involved in various occupations.

INFORMATION SOURCE:

Information sources should include

- Occupational Information Centers
- career guides
- Chamber of Commerce
- fraternal organizations which are youth-oriented
- business groups such as Lions or Rotary Club

PERSONNEL:

This activity should be conducted by

- instructors who teach in the corresponding technical subjects
- outreach workers and counselors
- administrative personnel (to make initial contacts)
- other staff to follow up the contacts

EXPECTED OUTCOME:

It is anticipated that students will have a clearer picture of the aspects of a particular job. Prospective employers will have a better idea of what to expect from these students in terms of their strengths and shortcomings.

CONCERNS OF CONDUCTING ACTIVITY:

One difficulty in conducting the activity is finding a convenient time for students and employers to meet to arrange for "shadowing." Another problem is supervising the students when they are transported to and from the business sites.

SOLUTIONS:

Visits should be carefully planned and cleared with the administration, the advisory committees, and student leaders to ensure confirmation of and support for this activity.

c, d, e

IMPLEMENTATION

Tentative Plan for Visit to Seaworthy Shipping Company
Joseph Walker, Instructor

Monday, November 5

1. Confirm visit of six students with personnel manager.

Tuesday, November 6

2. Show filmstrip on "Shipbuilding: Career for the Valiant". Follow by discussion on
   - a. job roles in shipbuilding
   - b. skill levels for various positions
   - c. work conditions
     - 1 – outdoors
     - 2 – job assignments and schedules
     - 3 – equipment used
     - 4 – staff organization
   - d. expected behavior on visit

Wednesday, November 7

3.
- 8:30 am – Assemble students and reiterate expected behavior.
- 9:00 am – Arrive at Seaworthy Shipping Company. Have personnel manager talk about the company to students.
- 9:45 am – Tour facilities and grounds.
- 12:00 – Lunch
- 1:00 pm – Divide students according to prearranged assignments. Have each student "shadow" one company employee. Have students take notes on what they observe.
- 4:15 pm – Regroup students and return to vocational education center.

The above is one type of plan a vocational education instructor could use to expose students to the world of work. No experience can better show a person what it is like to work in a certain occupation than seeing the job firsthand. Visits to businesses might be arranged early in the students' programs to give them a concrete idea of the kinds of work which they might be doing later.

ACTIVITY: Work with advisory committees in planning and implementing placement services.

OBJECTIVE:

- To establish a vocational education service advisory committee which should assist the chief educational officer in designing, implementing, and assessing career and vocational education programs

PROCEDURE:

- Advisory committee establishes a set of goals, operating procedures, and interagency agreements
- Practitioners submit recommendations for placement service needs to advisory committee
- Advisory committee implements a program to meet the practitioners' placement needs
- Practitioners provide feedback on program results

HOW ACTIVITY CONDUCTED:

The advisory committee would meet regularly with practitioners to review the status of placement services. The advisory committee would update basic plans, provide advice in implementing a schedule, and generate support from business, labor, and government participants. Practitioners would provide the advisory committee with periodic reports on placement service activities and carry out the recommendations of the advisory committee.

INFORMATION SOURCE:

- The National Advisory Committee on Vocational Education
- Industry-labor councils
- State vocational education councils
- Area Manpower Planning councils
- Private industry councils

PERSONNEL:

- Vocational educators
- Chief educational officials
- Business, labor, government, and community members
- Advisory committee members

EXPECTED OUTCOME:

Any effective advisory committee would provide non-educational views and perspectives to placement service programs. These "balanced" views should result in more effective programs which could better prepare disadvantaged students to enter the work force.

CONCERNS OF CONDUCTING ACTIVITY:

Advisory committees tend to become entangled in procedural matters. Many advisory committees tend to reflect a single idea approach, and lack "clout." Individuals with leadership ability may be reluctant to serve on advisory committees.

SOLUTIONS:

- Advisory committees should be given specific decision-making authority.
- The chief education officer should personally ask key business, labor, government, and community leaders to serve on the advisory committee.
- The chief education officer should inform advisory committee members of the functions of the committee and then enlist their assistance in developing a workable but substantive reporting procedure.

a, b, c, d, e

IMPLEMENTATION

Advisory Committees and Job Placement

An advisory committee can make a positive contribution to job placement activities. It may consist of business, labor, and government representatives. More specifically, members could be personnel specialists in industry, job placement specialists, or former recipients of job placement services. They should be individuals who are willing to serve actively on the committee and who are respected by other committee members.

The advisory committee's role in job placement should be that of go-between, drawing the vocational education program and the community closer to provide job opportunities for disadvantaged students. Its main duties would be to scout out jobs for youth by making employers aware of the job placement services of the vocational education program. The committee might survey the needs of local employers to improve the employment opportunities for the youth. After sighting these needs, the committee could make recommendations (to vocational education personnel) for bettering the vocational education program in readying students for the job market. The committee might also assume the responsibility for preparing employers to receive and deal with disadvantaged individuals.

Advisory committee input should be useful because members will be knowledgeable about the world of work. To be effective, it should be comprised of five to seven members with at least a chair, vice chair, and secretary. The committee should meet at least twice a year and follow a preset agenda and regular order of business. As the entity that broadens the vocational education program's base of support, its work should be noted and its advice heeded.

ACTIVITY: As job placement officer, serve as a resource person to the vocational guidance counseling staff.

OBJECTIVE:

- To provide counseling staff with details of the training progress of each student
- To alert staff to the difficulties each student may be encountering in learning
- To be aware of the extent of each student's acquisition of skills or competencies

PROCEDURE:

- Schedule frequent meetings to review student progress
- Interact with the counseling staff as needs arise to provide necessary student data
- Provide a profile on the personality and training of the individual student
- Refer to the student profile to facilitate placement

HOW ACTIVITY CONDUCTED:

To conduct the activity, meetings are scheduled, communication with the counseling staff is developed, and progress and problems of each student are discussed.

INFORMATION SOURCE:

The student profile and student personal record are sources of information.

PERSONNEL:

Counseling staff and instructors can coordinate this activity.

EXPECTED OUTCOME:

Expected outcomes of the practice would be better instructor/counselor interaction and rapport, better identification and definition of problems of students, and better-coordinated decision-making about how best to help the student to succeed.

CONCERNS OF CONDUCTING ACTIVITY:

The main problem of serving as a resource to the counseling staff is finding the time to monitor students' progress and to develop a profile for each one.

SOLUTIONS:

A concise and easy-to-use system for formal and anecdotal recordkeeping should be devised.

a, c

IMPLEMENTATION

In order to help the disadvantaged find work-related training, it is imperative to know as much about each student as possible. From the outset of the student's vocational education program, periodic and pertinent records on him/her should be maintained. Relevant informal communication with the student (about character, work habits, interests) should be recorded, too. The following is one example of a "student profile" that can be modified as desired:

STUDENT PROFILE

Name _____ Starting Date _____

Social Security Number _____ Age _____

Program Area _____ Counselor _____

	COMMENTS							
	September		October		November		December	
	1st	15th	1st	15th	1st	15th	1st	15th
Career Goals:								
Career Alternatives								
Job Preparedness:								
Skills Accomplished								
Level of Performance								
Skills to be Learned								
Work Habits:								
Punctuality								
Cooperativeness								
Ability to Follow Directions								
Character:								
Attitude toward Work								
Willingness to Increase Job Knowledge								
Appearance								
Other								
Health:								
General State								
Problems								
Informal Interaction:								

ACTIVITY: Identify potential employers and involve them in school activities.

OBJECTIVE:

- To assist vocational personnel to identify the necessary skills for entry level jobs in the community
- To establish rapport with industries and businesses to secure their support and understanding of the needs of disadvantaged students

PROCEDURE:

- Develop questionnaire to identify industries and businesses receptive to a cooperative work experience program for disadvantaged students.
- Develop potential employers from list
- Analyze potential jobs to arrange vocational education plans for disadvantaged students
- Form an advisory committee comprised of school personnel, parents, and employers to exchange ideas on employment trends, curriculum, etc.

HOW ACTIVITY CONDUCTED:

Questionnaires should be mailed to businesses and industries in the summer or early fall.

INFORMATION SOURCE:

Potential information sources should include

- Chamber of Commerce
- state Employment Division

PERSONNEL:

Primary personnel include

- vocational education instructors
- job counselors
- special needs vocational coordinator

EXPECTED OUTCOME:

The two expected outcomes would be the development of a procedure for identifying potential employers and the utilization of job analysis data to devise a realistic vocational curriculum for disadvantaged students.

PROBLEMS OF CONDUCTING ACTIVITY:

Vocational education instructors may not have time to visit potential employers or to conduct job analyses in the community.

SOLUTIONS:

If school time does not permit the vocational education instructor to conduct employer visits and job analyses, then these duties should be assigned to the special needs coordinator or another vocational education staff member.

c, d, e

IMPLEMENTATION

Employers can be an asset to the Vocational Education program for disadvantaged students. Their presence early in the students' program can be a symbol of the world to come – the world of work. Employers can share in various student activities.

An individual employer could act as a consultant to a particular skills area. This person might talk to students about work settings, assignments, and relationships. The individual could give advice to students on how to improve job performance and succeed at human relations. An employer could act as a facilitator in the interview practice situation. He/she could play the role of the interviewer with the students and offer constructive criticism on the students' responses.

Employers could also participate in orientation, awards ceremonies, and graduation. They could be the dispensers of special recognitions (as they will be in the world of work) at special events. During these occasions, employers could give students "pep" talks, urging them to stick with their program and aim for long-term, full-time employment.

In gaining employer involvement, vocational education personnel might encourage the employers to increase their support by providing on-the-job training sites and positions for permanent employment. An activity whereby employers and students could become acquainted might be a student-hosted *Open House*. Both students and employers should be given tokens of appreciation for their participation. A structured schedule for an Open House might resemble the suggested one on this page.

OPEN HOUSE SCHEDULE

7:30 p.m.	–	Director of Vocational Education welcomes employers and explains program.
7:50 p.m.	–	One to three students introduce themselves to an assigned employer and act as his/her hosts.
8:00 p.m.	–	Student hosts guide the employers on a tour of the facility.
8:30 p.m.	–	The small groups meet to talk of their training programs and career goals with the guest employers.
9:00 p.m.	–	Instructors meet with employers. Curriculum, teaching strategies, and job development and placement activities are discussed.
9:20 p.m.	–	Students and employers are divided into large groups of seven to ten students and two or three employers. The employers talk to the students about their businesses to give the students a picture of the diversity of businesses in the world of work.
10:00 p.m.	–	All students, employers, and instructors convene for a word of thanks by the vocational education director.

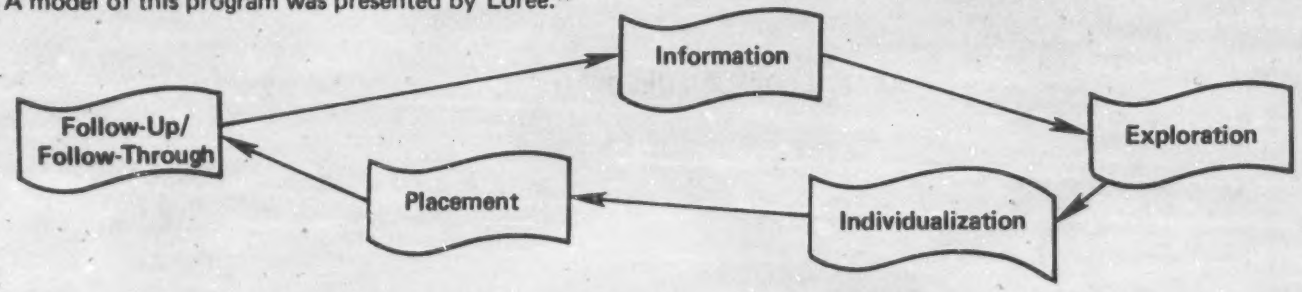
JOB FOLLOW-UP/FOLLOW-THROUGH

DEFINITION OF JOB FOLLOW-UP/FOLLOW-THROUGH

"Follow-up is a method (typically via surveys) of obtaining data on the current status of students. It usually focuses on drop-outs or graduates, but can also include others. Follow-up data provide quantitative and qualitative evaluative information for making program modification decisions ... The term follow-up is also used to describe individual short-term job and education placement progress checks on students who have recently been placed. The purpose of this type of follow-up is to ascertain the placement progress of a student ..."[13]

"Follow-through is defined as the application of follow-up information to current school programs. Effective follow-through is more than just thinking about what should be done, it is doing it. It is an action which should result in improved benefits to students, for example, better placement, more relevant education, improved employability skills ..., and more self-reliance in the labor market."[14]

Follow-up and follow-through should not be viewed as separate events; they should be treated as integral parts of the placement program. A model of this program was presented by Loree.[15]



This model reflects a continuum of activities all related to the ultimate goal of helping individuals to secure placement commensurate with their interests, abilities, and desires.

Additionally, Dale has developed an outline of procedural follow-up activities:

- follow-up techniques
- sampling approaches
- data analysis
- utilization of findings.[16]

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[13] *Building Comprehensive Career Guidance Programs for Secondary Schools—A Handbook of Programs, Practices, and Models* (Ohio State University, National Center for Research in Vocational Education, 1978), pp. 107-108.

[14] Ibid., p. 108.

[15] Ray M. Loree, *Determination of the Most Effective Procedures for Implementation of School Wide Junior High School Career Exploratory Experiences and For the Placement and Follow-up of all Existing Students K-14,* Evaluation Report (Montgomery, Ala.: 1975), p. 14.

[16] J.R. Dale, "Follow-up and Follow-through—The Data Base, The Change Base." In *Placement and Follow-up,* edited by Samuel Shipper and Raymond A. Wasil (Lexington, Mass.: Xerox Individualized Publishing, 1977), pp. 107-116.

Finally, Ferman has suggested that follow-up and follow-through activities have three functions.

1. Follow-up and follow-through activities provide "social bookkeeping functions."
   - What happened to the client once he/she reached the job?
   - What was his/her work experience?
   - What problems in the work situation were not anticipated in the vocational education program?
2. Follow-up and follow-through activities should provide continuous information on additional services the individual might need.
3. Follow-up/follow-through activities should provide feedback of success/failure information and analysis to those individuals involved with student placement needs.[17]

[17] Ferman, p. 20.

LIST OF JOB FOLLOW-UP/FOLLOW-THROUGH ACTIVITIES AND IMPLEMENTATIONS

	Page
Contact former students on a systematic basis to identify their needs for assistance	79
Conduct initial interview with placed students within a few days after referral	82
Procure information to assist students with special placement needs	84
Compile information on the effectiveness of vocational education program in preparing students for employment	86
Contact all secondary students who terminate their education prior to graduation to get their perceptions of curricula and programs in which they were enrolled	89
Prepare instruments and procedures to draw conclusions about the objectives of placement and follow-up services	92
Provide accountability information about improvements in local vocational education services to decision-makers, parents of disadvantaged students, and representatives of business and industry	95
Determine goals and limitations of the follow-through services provided former students enrolled in vocational education programs	98
Solicit the opinion of former students on the effectiveness of program activities	101
Provide feedback on former students to counselors based on follow-up/follow-through data	105
Provide job satisfaction and wage information to guidance counselors and teachers for counseling purposes	107
Provide information to decision-makers concerning process evaluation on training programs (e.g., how graduates rate their training program and other school facilities, etc.)	110
Involve parents in the follow-up/follow-through process	112
Provide a service to businesses to help them obtain and retain satisfactory employees	114

ACTIVITY: Contact former students on a systematic basis to identify their needs for assistance.

OBJECTIVE:

To initiate contact with as many students as possible to determine shortcomings in the instructional program or counseling support system

PROCEDURE:

- A follow-up referral form with demographic data should be filled out by students when they leave the program.
- Once this information is compiled on all former students, a survey should be conducted to determine their needs for further assistance as well as the overall effectiveness of the program in meeting those needs.

HOW ACTIVITY CONDUCTED:

- Written surveys should be sent to the homes of all participating students
- They should be followed with a second attempt in approximately one month to non-respondents
- Follow-up phone calls should then be made to those who still have not responded
- In cases where these two methods are unsuccessful, subsequent personal visits should be made to the homes of the individuals or to friends or relatives who would know the students' whereabouts

INFORMATION SOURCE:

Demographic data forms should contain all the necessary information for an adequate follow-up survey on the former students. The survey should solicit all needed data for decision-makers.

PERSONNEL:

The employment counselor, school counselor, instructional staff, outreach workers, and peers familiar with students could take part in contacting former students.

EXPECTED OUTCOME:

The outcome would be a comprehensive evaluation of former students' needs for assistance. A secondary outcome would be to use the recommendations of former students to improve the vocational education program.

CONCERNS OF CONDUCTING ACTIVITY:

It may be a problem to locate former students, making the percentage of return on surveys low. Additionally, staff time would have to be allocated for conducting personal interviews.

SOLUTIONS:

Information on former students should be updated periodically. This could be done by the outreach worker within the school. Friends of former students, or relatives, could provide the information. Students ought to be informed that they will be contacted later at the time they fill out the follow-up referral form. Time during the school schedule should be provided for support services personnel to conduct visits to either the work environment or home setting of former students.

c

IMPLEMENTATION

A card or letter to students formerly enrolled in vocational education programs should be sent prior to mailing the follow-up instrument. This communication should alert graduates to expect an important questionnaire that they are urged to complete and return within one week. The following mailings could be issued at one-week intervals:

First mailing — Mail the follow-up instrument, the cover letter, and the self-addressed, stamped return envelope.
Second mailing — Mail the first thank you letter and a reminder card to nonrespondents.
Third mailing — Mail the second follow-up instrument, the second cover letter, and a self-addressed, stamped envelope.
Fourth mailing — Mail the second thank you letter and a reminder card to nonrespondents.

SUGGESTIONS

Here are some helpful suggestions for increasing the rate of return on questionnaires:

1. Advise students prior to graduation of the purpose of the follow-up and the kinds of information they will be expected to provide.
2. Use short and uncomplicated instruments, asking only necessary and relevant questions.
3. Provide prepaid return envelopes.
4. Avoid asking personal questions.
5. Place difficult questions last.
6. Offer to mail out the address list and a few words about classmates to all who respond.
7. Send some type of publicity, a school article or a newspaper announcement, about the study along with the questionnaire.
8. Use colored paper or an unusual design to attract student attention.
9. Use a personalized cover letter signed by a former teacher or counselor or other staff member with whom the student is familiar.

Data cards on all students enrolled in vocational education programs should be maintained in a central file. A computerized card system could contain the following information:

COMPUTER INFORMATION DATA CARD

ALL INFORMATION IS CONFIDENTIAL — Please Print

School _____ Grade _____

Name _____ Phone _____

Address _____ City _____ State____ Zip _____

Sex _____ Race _____ Height _____ Weight _____ Age _____

Date of Birth _____ Social Security Number _____

Vocational program enrolled in (circle):

OWE, CETA, IOE, DE, COE, CWT, DCT, Other

ACTIVITY: Conduct initial interview with placed students within a few days after referral.

OBJECTIVE:

- To determine the number of students placed in jobs related to their education and training
- To assess the job experience itself and at the same time to update demographic data on these students for future reference

PROCEDURE:

- Interviews should be conducted at the job placement site
- Interviews should also be conducted with the students' immediate supervisors where possible
- In those instances where students cannot be contacted on the job, arrangements should be made for home visits

HOW ACTIVITY CONDUCTED:

The initial interview should occur approximately five days after the student is placed.

INFORMATION SOURCE:

The employing agency as well as the school should have cumulative data on the student's job performance.

PERSONNEL:

Individuals needed to conduct this activity could include

- employment coordinator
- student support staff

EXPECTED OUTCOME:

Information would be collected about placements to determine if students are being helped through their job adjustment period and if there are any obstacles to performing their jobs successfully.

CONCERNS OF CONDUCTING ACTIVITY:

The major problem of the initial interview would be the necessity of interrupting students during the work period. It might also be a problem to talk to the students' supervisor during working hours.

SOLUTIONS:

Visiting schedules should correspond with the student's break period. Appointments with the student's work supervisor should be made during his/her free periods or whenever the work schedule permits.

b, c

IMPLEMENTATION

Ideally, the best way to solicit information from former students is by means of an informal interview. While former students who have been on their jobs only a few days may not be thoroughly familiar with their employment situation, they may be able to judge how effectively their vocational education program prepared them for their employment. Information can be obtained by means of an open-ended checklist which would enable the interviewer to collect information categorically while allowing the student to express spontaneously other concerns. With the permission of the student, the interviewer could use a tape recorder to make a summary statement of the information collected immediately after the interview.

A suggested checklist could include the following questions:

CHECKLIST OF INTERVIEW INFORMATION
1. What is your present job title?
2. Does your job relate closely to the training you received in school?
3. Did your school training adequately prepare you for your first job?
4. In addition to training, what did your school do to help you find a job?
5. Did you ask for help in finding a job?
6. Who helped you find a job?
7. Overall, how satisfied are you with your present job?

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ACTIVITY: Procure information to assist students with special placement needs.

OBJECTIVE:

- To assist students with special placement needs (e.g., handicapped, youthful offenders, non-traditional career interests)
- To provide employment opportunities for them

PROCEDURE:

- Establish a mechanism for gathering and disseminating career/vocational information to students with special placement needs
- Contact information sources periodically and assemble the data in a vocational resources clearinghouse such as ERIC and RIVE for reference when needed

HOW ACTIVITY CONDUCTED:

- Practitioners work with special consultants in organizing a data-gathering system and a clearinghouse for information
- Data should be reviewed and updated on at least a quarterly basis to ensure the availability of job/career openings
- Placements should be retained in a computer system to keep track of job openings and closings

INFORMATION SOURCE:

Information sources should include

- state Employment Service
- transitional agencies
- target group advocacy organizations

PERSONNEL:

The persons involved in this activity should include

- vocational education practitioners
- special consultants
- special group representatives

EXPECTED OUTCOME:

As a result of this practice, information about career/job openings for students with special needs would be timely and accurate. This should enable practitioners to serve more effectively youth who normally present special problems or challenges.

CONCERNS OF CONDUCTING ACTIVITY:

Organizing the data-gathering system and clearinghouse and periodically updating information may be difficult tasks of this activity.

SOLUTIONS:

The data-gathering system should be designed and field tested by a consultant with an effective track record. Practitioners should be given special training so they can implement and maintain the system. Special attention should be given to updating data and using a computer to retain data.

b, c

IMPLEMENTATION

Students with special needs may have multiple problems which prevent them from making a successful transition into the work environment without support (services during the follow-up and follow-through period).

Follow-up and follow-through services include

- . . . contacting former disadvantaged students by phone or letter to determine their needs for assistance;
- . . . providing direct assistance to former disadvantaged students whenever feasible.

Follow-up and follow-through activities should result in:

- . . . provision of support and guidance to former disadvantaged students as they adjust to less protective work environment;
- . . . assistance to former vocational education students in reaching their personal and career goals by aiding them in job placement, continuing education, or training;
- . . . improvements in program operations through modifications based on follow-up and follow-through information.

Follow-up and follow-through activities should include

- . . . contacting former disadvantaged students personally, if possible;
- . . . sending a newsletter of scheduled activities to former students;
- . . . telephoning former students to arrange conferences;
- . . . including personal notes on program activities when communications or questionnaires are mailed to former students.

Follow-up information to improve programs to meet the special needs of disadvantaged students should include

- . . . compiling information about specific program activities for disadvantaged students;
- . . . considering the reactions and suggestions for former students with special needs;
- . . . considering the information in light of program objectives, current disadvantaged students' needs, administrative requirements, and community resources.

ACTIVITY: Compile information on the effectiveness of the vocational education program in preparing students for employment.

OBJECTIVE:

- To design and implement an assessment procedure to measure the effectiveness of the vocational education program

PROCEDURE:

- Practitioners, with the assistance of consultants, implement a data-gathering system to provide information on the effectiveness of the vocational educational program
- Program assessment is conducted on an ongoing basis so that practitioners will have current data when advising students on job/career opportunities and preparation requirements

HOW ACTIVITY CONDUCTED:

Individual vocational education program parts should be reviewed and assessed annually by consultants and practitioners working as review teams. The results of the assessment process should be channeled to the advisory committee(s) and leaders in education who have the responsibility for final review and revision. These officials should also be responsible for approving the basic vocational education program and its related components. If components are ineffective they should be amended or dropped.

INFORMATION SOURCE:

- Placement specialists
- State Employment Service
- Vocational practitioners
- CETA prime sponsors

PERSONNEL:

- Consultants with assessment/evaluation experience
- Practitioners
- Advisory committee members
- Chief education officers

EXPECTED OUTCOMES:

Data obtained could provide an indication of

- the number of students who found employment
- the percentage of students whose employment was related, partially related, or unrelated to their training
- strengths and weaknesses of the vocational education program

CONCERNS OF CONDUCTING ACTIVITY:

The difficulties of implementing this practice are guaranteeing

- an assessment system that is comprehensive and manageable
- annual assessment
- follow-up of practitioners and the advisory committee(s) in reviewing, revising, and amending the program's components

SOLUTIONS:

Some ways to eliminate difficulties are to

- select quality consultants
- design assessment *procedure*
- assess procedure annually
- schedule review meetings by the advisory committee(s), chief education officials, consultants, and practitioners

c

IMPLEMENTATION

Ideally, effectiveness measures are part of the standard student information system data collected via state compliance instruments. In order for a follow-up system to be considered functional in an educational environment, it must be flexible enough to allow the cooperating institution the option of choosing the degree of implementation and deciding upon the nature of the follow-up study to be conducted. This is one of the primary precepts in collection student information. Data from effectiveness measures could be combined with student data collected for the purposes of conforming to the Uniform Reporting System within each state. The following categories could be considered in utilizing effectiveness data:

CATEGORICAL CONSIDERATION IN USING EFFECTIVENESS DATA

I. Additional Training Needs

Have you taken any further training after completing the vocational education?

II. Employment Information Needs

Are you presently employed, unemployed, or unavailable for employment?

III. Job Information

What was your first job after leaving vocational school? What is your present job?
How many jobs have you had since you completed your program?

IV. Job Advancement

Have you had a formal advancement in job classification (other than salary increases) since taking your first job after leaving the vocational program?

V. Curriculum

In view of your experience in the job, how do you feel about the training you received in basic job-related (performance) skills in the vocational program?

In view of your experiences on the job, how do you feel about the job-related general and technical knowledge you gained in your vocational program?

CATEGORICAL CONSIDERATIONS IN USING EFFECTIVENESS DATA (continued)

VI. Facilities and Equipment

How would you rate the equipment in the vocational training program?

In comparison to the facilities and equipment used on your present job, how would you rate the area vocational program's equipment and facilities?

VII. Instruction

How would you rate the teaching of instructors in your vocational education program?

How would you rate the knowledge of your instructors in your vocational training program?

How would you rate the interest shown by your instructors in your vocational education training program?

How would you rate the extent to which the instructors in your vocational education program were up-to-date in their fields?

If you could begin again, would you choose the same training program?

VIII. School and Community Services

Who helped you most to secure your first job?

How would you rate the quality of the services provided by the vocational program in which you were enrolled?

How would you rate the quality of the services and facilities provided by the community in which the vocational school is located?

Excerpted from David J. Pucel, *The Minnesota Vocational Follow-up System: Rationale and Methods* (Minneapolis: University of Minnesota, 1973).

ACTIVITY: Contact all secondary students who terminate their education prior to graduation to get their perceptions of curricula and programs in which they were enrolled.

OBJECTIVE:

To establish a data collection and analysis system to identify and locate out-of-school youth and to determine their reasons for leaving school prior to graduation

PROCEDURE:

- Prepare a questionnaire
- Send to students who do not complete their programs
- Give questionnaires and stamped envelopes to exiting students; instruct them to complete and return the questionnaire to the school promptly so new vocational options and opportunities can be extended to them

HOW ACTIVITY CONDUCTED:

All students should record their addresses and basic vocational plans when they enter the vocational system. These records, interviews, and the questionnaire could be useful in contacting and communicating with students who decide to leave school early.

INFORMATION SOURCE:

School records and counseling and guidance staff can provide help in identifying and locating out-of-school youth.

PERSONNEL:

Personnel needed to implement this activity include

- vocational counselors or guidance staff
- placement personnel (especially data processing teachers)
- work experience coordinators operating as a team

EXPECTED OUTCOME:

The two desired outcomes of initiating this activity are

- recruiting
- "counseling back" out-of-school youth into vocational education program and utilizing their feedback to improve programs

CONCERNS OF CONDUCTING ACTIVITY:

When students leave school, it is very difficult to locate them. Slow questionnaire returns may affect the "counseling back" process. Therefore, this information must be obtained before the student leaves school.

SOLUTIONS:

To solve the above problems, correct addresses of students who plan to leave their schooling or work situation should be secured. An honorarium or certificate of merit could be offered to individuals who complete the questionnaire.

b, c

IMPLEMENTATION

Follow-up data on former students' perceptions of their vocational education experience can be an invaluable resource in program planning. A pre-termination instrument should be developed to collect this basic information from participating students. For example, the following instrument could be used and modified according to the needs of the students and the system:

Sample Format for Pre-Termination Follow-Up Questionnaire

STANDARD BIOGRAPHICAL DATA

1. Name _____ Date _____
2. Social Security number _____
3. Parents' Names _____ Phone _____
4. Parents' Address _____
5. City _____ State _____ Zip _____
6. Can you be reached at the above address and phone number? ___ Yes ___ No
7. If no, please provide address and phone number where you can be reached.
8. Address _____ Phone _____
9. City _____ State _____ Zip _____
10. Please provide the name, address, and phone number of a relative or friend who would know of your whereabouts.
11. Name _____ Phone _____
12. Address _____
13. City _____ State _____ Zip _____
14. Date of birth _____ _____ _____
    month day year

SAMPLE QUESTIONNAIRE

Since you are leaving a vocational education program, you can help evaluate the job the school has done in preparing you for the world of work. This questionnaire is very important. In future years, we will want to maintain a contact with you through follow-up studies, so please be accurate and honest in writing the information requested. This is a chance for you to help improve your school's vocational education program.

1. In which vocational education program were you enrolled while in school? (check one)

   ____ Agriculture ____ Health ____ Distributive Education ____ Other; please specify:
   ____ Business & Office Education ____ Home Economics ____ Trade & Industrial _____

2. How long were you enrolled in the above-mentioned program? Write the number: ____ year(s) ____ month(s)
3. How well do you think your vocational education program has prepared you for a job in that field?

   ____ Excellent ____ Above Average ____ Average ____ Below Average ____ Failure
4. Do you plan to continue your formal education?

   ____ Yes ____ No ____ Full-time ____ Part-time
5. Have you found employment?

   ____ Yes ____ Full-time ____ Part-time Name of Firm _____ Position _____
   Address of Firm _____

   ____ No

   If no, are you currently seeking employment?

   ____ Yes ____ No ____ Full-time ____ Part-time

   If yes, type of position desired _____
6. Do you need assistance from us in helping you locate employment? ____ Yes ____ No
7. Which vocational course has been most helpful to you? _____
8. Which vocational course has been least helpful to you? _____
9. What suggestions do you have for improving the school's vocational education program?

   _____

   _____

By keeping the questionnaire short and by providing a simple checklist procedure, students will probably complete the instrument. The most important aspect of this follow-up is keeping standard biographical data on file.

ACTIVITY: Prepare instruments and procedures to draw conclusions about the objectives of placement and follow-up services.

OBJECTIVE:

To determine the extent to which the goals of placement have been met

PROCEDURE:

Prepare two questionnaires:

- One for students who participated in the project
- One for work site employers

Questionnaires solicit reactions to the quality of the student's work experience and the employer's satisfaction with the student's performance

HOW ACTIVITY CONDUCTED:

Two weeks should be adequate for planning and designing two questionnaires. They should then be printed and mailed. One week after receipt, follow-up phone calls should be made. One week should be devoted to analyzing the responses and another should be spent writing a report.

INFORMATION SOURCE:

The sources of information are basically feedback from the students and employers. Those responsible for placement could also be a source.

PERSONNEL:

Staff should be responsible for

- devising questionnaires
- mailing them
- making follow-up phone calls

EXPECTED OUTCOME:

Well-designed questionnaires should indicate where placement was successful and where it failed.

CONCERNS OF CONDUCTING ACTIVITY:

It may be difficult to obtain funds to devise and send survey instruments.

SOLUTIONS:

This activity should be a part of the formal budget request. A coordinator should be designated to direct this activity.

c

IMPLEMENTATION

The following chart offers guidelines for developing a questionnaire:

Graduate Follow-up	May include those students who have completed the required sequence of vocational courses in their program of study and who have graduated.
Employer Follow-up	May include those individuals who have hired vocational education graduates or leavers of the program in some type of occupational or technical area.
Nonreturning Student Follow-up	May include those students who formally withdrew from or "discontinued" vocational program.

The chart is intended to serve as a guide in developing questions and questionnaires for use by employers and students in the following categories.

PLACEMENT AND FOLLOW-UP DATA ELEMENTS

	RELATION OF EMPLOYMENT TO COURSES COMPLETED	PRIOR EMPLOYMENT INFORMATION	OPINION OF PLACEMENT SERVICES	OPINION OF FOLLOW-UP SERVICES	OPINION OF STUDENT SERVICE AREAS	USEFULNESS OF COURSES IN JOB PERFORMANCE	RELATIONSHIP OF COURSES TO CAREER PLANS	OPINION OF EDUCATIONAL EXPERIENCES	MOBILITY INFORMATION	PLACEMENT SOURCE	USE OF SCHOOL SERVICES
GRADUATE FOLLOW-UP	X	X	X	X	X	X	X	X	X	X	X
NONRETURNING STUDENT FOLLOW-UP	X	X	X	X	X	X	X	X			X
EMPLOYER FOLLOW-UP			X	X							

Areas marked with an (X) indicate the type of placement and follow-up data which should be compiled for the three groups. Questionnaires could contain all or some of the above components.

ACTIVITY: Provide accountability information about improvements in local vocational education services to decision-makers, parents of disadvantaged students, and representatives of business and industry.

OBJECTIVE:

- To establish a reporting system for decision-makers who require information on the effectiveness of vocational education services
- To build into the reporting system a method of evaluating the performance of practitioners and of determining their accountability

PROCEDURE:

- Establish criteria for practitioners' performance
- Establish a system for periodically reviewing and reporting performance
- Submit performance reports to vocational education decision-makers
- Inform parents and community and business leaders of practitioners' performance and program effectiveness

HOW ACTIVITY CONDUCTED:

Internal performance evaluation specialists should help decision-makers assess practitioners' performance. External education accountability specialists should help evaluate program effectiveness and make recommendations for changes.

INFORMATION SOURCE:

- Advisory committees
- Industry-education decision-making committees

PERSONNEL:

- Internal performance evaluation specialists
- External education accountability specialists
- Vocational education administrators
- Vocational practitioners

EXPECTED OUTCOME:

The flow of evaluative data from practitioners to committees, parents, and employers should help to improve vocational education services. By holding practitioners accountable for input into an information system, programs for disadvantaged students may improve.

CONCERNS OF CONDUCTING ACTIVITY:

Accountability may be a threatening concept to the educational community. Even if a system is developed, there is no guarantee that participants will allow it to function. Feedback from parents of disadvantaged students is difficult to get. The business community may be unwilling to take part in accountability information with bureaucratic overtones. Decision-making committees may be reluctant to identify practitioners who are delivering vocational education services ineffectively.

SOLUTIONS:

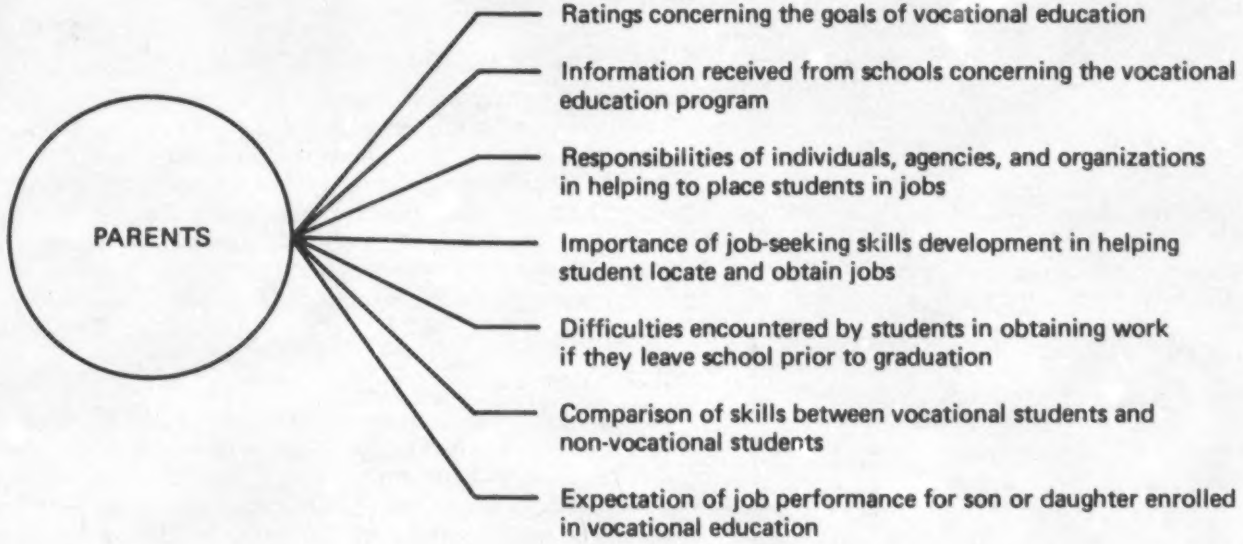
- A campaign to emphasize the importance of a performance and program information system must be initiated and "sold" to the education community
- Joint business-labor-parent-community advisory committees should be established in every school system to review information on program and personnel effectiveness. Educational associations should be invited to help develop and implement this system.

c

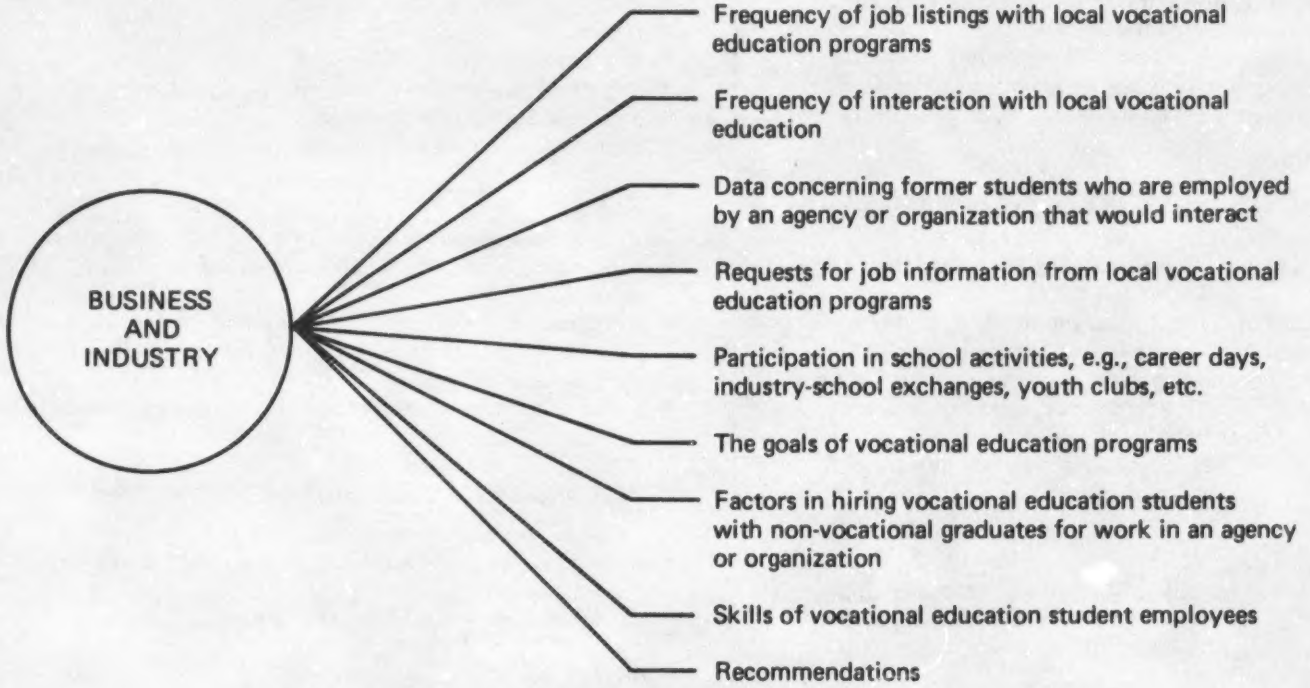
IMPLEMENTATION

As indicated, a "third party" evaluator may be the best means of designing and implementing an accountability system for parents, business, and industry. Often parent input is an underutilized resource of information on program effectiveness in meeting vocational education objectives.

The parental perspective on program quality is extremely important. Parental input could include the following:


PARENTS
Ratings concerning the goals of vocational education
Information received from schools concerning the vocational education program
Responsibilities of individuals, agencies, and organizations in helping to place students in jobs
Importance of job-seeking skills development in helping student locate and obtain jobs
Difficulties encountered by students in obtaining work if they leave school prior to graduation
Comparison of skills between vocational students and non-vocational students
Expectation of job performance for son or daughter enrolled in vocational education

Similarly, information concerning the interaction among the business/industry communities and vocational education programs could be solicited from those businesses and industries which have had direct and indirect contact with the vocational education program. Business and industry input could include the following:


BUSINESS AND INDUSTRY
Frequency of job listings with local vocational education programs
Frequency of interaction with local vocational education
Data concerning former students who are employed by an agency or organization that would interact
Requests for job information from local vocational education programs
Participation in school activities, e.g., career days, industry-school exchanges, youth clubs, etc.
The goals of vocational education programs
Factors in hiring vocational education students with non-vocational graduates for work in an agency or organization
Skills of vocational education student employees
Recommendations

ACTIVITY: Determine goals and limitations of the follow-through services provided former students enrolled in vocational education programs.

OBJECTIVE:

- To determine whether students acquire a job related to vocational training and remain employed
- To determine which students are not employed
- To examine whether and how the program can be of further service to students who have left it

PROCEDURE:

- Begin student file with address of student and two others with whom the student communicates regularly
- Verify addresses at end of program; maintain updated file of employers
- Prepare a questionnaire for students to assess the need for additional instruction, training, or other support services
- Mail six-month stage questionnaire to employers asking them to assess the student's job performance, personal character, and chance for advancement
- Arrange for students, employers, and program personnel to analyze and share the results of the evaluations

HOW ACTIVITY CONDUCTED:

This activity involves maintaining student and employer files. It also includes planning, implementing, and evaluating student and employer questionnaires. Questionnaire results are then analyzed and distributed.

INFORMATION SOURCE:

Information sources are program files on employers; students; student's relatives, mentors, and friends; support service agencies; volunteer and paid support personnel from the community; professional program staff; curriculum developers and consultants; and business, government, industry, and labor leaders.

PERSONNEL:

- Vocational training director
- Intake, exit, and outreach counselors
- Instructional staff
- Job development and placement personnel
- Advisory committee members
- Former student participants (successful role models)

EXPECTED OUTCOME:

This activity is expected to generate

- a means for assessing the program, training, and related services
- a process for coordinating agencies and persons to increase student chances for securing and retaining employment in their field of training
- a greater mutual understanding of student and employer goals and circumstances

CONCERNS OF CONDUCTING ACTIVITY:

Difficulties in conducting the activity include

- drawing forth sufficient appropriate information from student surveys
- updating student addresses for follow-up purposes

SOLUTIONS:

- Make students aware of the importance of survey, and provide sufficient directions
- Maintain an updated file of student addresses

c

IMPLEMENTATION

The following reporting cycle outline adapted from the Alachua County School Board, Gainesville, Florida Career Education Center Placement and Follow-up Program can provide a systematic approach to collecting and reporting data concerning the goals and limitations of the follow-through services as perceived by former students.

SCHEDULE OF ACTIVITIES FOR ONE REPORTING CYCLE IN FOLLOW-THROUGH STUDIES

May-June

1.0 Convene committee to work with counselors and occupational-placement specialists to develop instruments and to establish responsibilities and procedures.
2.0 Distribute Placement Needs Survey to acquaint seniors with the overall program to gain their support for follow-up efforts to come.
3.0 Hold group conferences with seniors to inform them of follow-up procedures and deadlines.
4.0 Develop data processing of key elements of the collection and reporting system.

June-August

1.0 Perform committee work necessary to develop the follow-up instruments.
2.0 Qualify and quantify listings of seniors and early-leavers for initial follow-up.
3.0 Have all initial instruments operational and printed for September implementation.
4.0 Establish format for programming of data processing of placement and follow-up information retrieval system.
5.0 Train occupational-placement specialists and counselors in procedures, forms, and on-site systems management.
6.0 Confer with secondary school principals to orient them to the program and discuss on-site school responsibilities and modes of operations.

September

1.0 Implement potential early-leaver identification and initiate exiting interview data collection; early placement.
2.0 Continue inservice training of all personnel working with follow-up as an ongoing effort.

October

1.0 Begin initial follow-up mailout to students in the world of work from vocational programs.
2.0 Begin initial follow-up mailout to all those whose placement station is unknown.

December-January

1.0 Begin initial follow-up mailouts to graduates known to be in institutions of further education.

February

1.0 Conduct Student Future Plans Survey.
2.0 Begin initial follow-up mailouts to institutions of further education where applicable.

March-April

1.0 Begin Senior Placement Needs Surveys to identify needed services and begin matching process.

SCHEDULE OF ACTIVITIES FOR ONE REPORTING CYCLE IN FOLLOW-THROUGH STUDIES (continued)

June-August

1.0 Process data collected in a reporting year.
2.0 Assess and evaluate all program components for revision prior to recycling.
3.0 Recycle on all standard procedures utilized in a year's process.

(End of Reporting Period)

September-November

1.0 Analyze data and prepare report to meet January reporting deadlines.
2.0 Continue standard operating procedures to recycle.*

December

1.0 Submit reports to the local school board and the State Department of Education as required by state guidelines for the target population.

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* The comprehensive organizational model is designed to initiate and implement an ongoing program.

Subject to need for emergent modifications and evaluative revision, all basic components should be recycled during each succeeding reporting period.

ACTIVITY: Solicit the opinion of former students on the effectiveness of program activities.

OBJECTIVE:

- To solicit information from former students
- To ascertain whether services prepared former students adequately for employment

PROCEDURE:

- Conduct a mail survey to former students who have completed the program and are presently on the job
- Follow with a telephone call to those individuals who have not responded
- Follow-up should be made with the employers of these students to verify student experiences on the job

HOW ACTIVITY CONDUCTED:

Data collection should begin at least six months after students complete the vocational program. The data collection could be performed by clerical support staff from the counseling department and by professional support staff from the job placement office.

INFORMATION SOURCE:

Information concerning student opinion of program effectiveness could be compiled and maintained either in the counseling or school placement office. These data could then be used by the local U.S. Employment Service and local industry councils working with the school to place students.

PERSONNEL:

Personnel needed include counseling staff and clerical support staff. Other personnel, including the placement officer and vocational administrators, should be included as necessary.

EXPECTED OUTCOME:

Accurate information on program effectiveness and placement staff activities would be collected for improving program activities.

CONCERNS OF CONDUCTING ACTIVITY:

- Locating students who are typically apathetic and difficult to contact
- Verifying student opinions
- Controlling rater bias in return information

SOLUTIONS:

- Once they have completed a vocational program, students should complete a card with their present address and the address of someone who will know their whereabouts
- A vocational practitioner team could review student opinions and control for rater bias

b, c

IMPLEMENTATION

The primary objective of this activity is to develop an information system which will be useful and practical. Gathering, editing, storing, and retrieving information is of prime importance. Standard biographical data on all students who participated in the vocational education program is illustrated below. (Note that this is the same format suggested previously for use as a pre-termination follow-up questionnaire.)

STANDARD BIOGRAPHICAL DATA

1. Name _____ Date _____
2. Social Security Number _____
3. Parents' Names _____ Phone _____
4. Parents' Address _____
5. City _____ State _____ Zip _____
6. Can you be reached at the above address and phone number? ☐ Yes ☐ No
7. If no, please provide address and phone number where you may be reached:
8. Address _____ Phone _____
9. City _____ State _____ Zip _____
10. Please provide the name, address, and phone number of a relative or friend who would know of your whereabouts.
11. Name _____ Phone _____
12. Address _____
13. City _____ State _____ Zip _____
14. Date of birth _____ (month) _____ (day) _____ (year)

Standard biographical data should be collected and computerized prior to students leaving the educational setting and updated on a one, three, and five year period.

A standard questionnaire relative to the effectiveness of program activities in the opinion of former students could solicit information regarding what the student is presently doing, program improvement recommendations, most helpful teaching methods, and the type of services provided. A sample questionnaire is provided as follows and is adapted from the Minneapolis Joint Vocational School follow-up survey instrument.

SAMPLE QUESTIONNAIRE
PARTIAL ILLUSTRATION ONLY

FOLLOW-UP SURVEY INSTRUMENT

What type of program were you enrolled in during your last year in public school?

☐ general ☐ college preparatory ☐ co-op ☐ vocational (please specify) _____

How many years did you attend secondary school (junior high and high school) before completing or leaving the program?

☐ 1 year ☐ 2 years ☐ 3 years ☐ 4 years ☐ 5 or more years

What are you doing at the present time? (Check ALL appropriate items.)

☐ working full-time (30 hours or more per week)
☐ working part-time (fewer than 30 hours per week)
☐ unemployed and looking for work
☐ unemployed and not looking for work
☐ in school (full- or part-time) →
☐ full-time homemaker
☐ in military service
☐ other (specify) _____

Kind of school program
(Check ALL appropriate items.)

☐ Area Vocational-Technical School
☐ Community Junior College
☐ University/Four-Year College
☐ Private Business/Commercial School
☐ Military Specialist School
☐ Company Course or School
☐ Apprentice Related Program
☐ Correspondence Course
☐ Other (specify) _____

If you are working on a part-time or full-time basis, please give a brief description of your duties. _____

_____

Did you hold a job during most of your last year in school?

☐ yes—a full-time job (30 hours or more per week) ☐ yes—a part-time job (less than 30 hours per week) ☐ no

How do you feel about your high school educational experience?

☐ liked it very much ☐ liked it pretty well ☐ neither liked nor disliked it
☐ disliked it more than I liked it ☐ disliked it very much

What part of your secondary school experience do you feel is most beneficial to you today? (Please rank these from 1 to 5, with 1 being the most beneficial and 5 the least beneficial)

_____ course work (specify particular courses) _____

_____ clubs and social activities (please specify) _____

_____ sports and athletics (specify) _____

_____ acquaintances you made

_____ counseling you received that assisted you in making career decisions

FOLLOW-UP SURVEY INSTRUMENT

How could the school be changed to improve its program?
(Please indicate your feelings toward each suggestion by placing a check in the yes *or* no *box.)*

YES	NO	
☐	☐	fewer required courses and offer more meaningful electives
☐	☐	offer more counseling services
☐	☐	provide more information on jobs and careers
☐	☐	offer more courses (specify) _____
☐	☐	provide more opportunity to participate in extracurricular activities
☐	☐	allow students the opportunity to know teachers better
☐	☐	enforce rules of conduct more strictly
☐	☐	offer students more freedom while in school
☐	☐	reduce class size
☐	☐	provide more opportunities to become involved in co-op programs
☐	☐	make students study harder and require more homework
☐	☐	offer more specific training for a job (specify) _____
☐	☐	reduce cost of activities fees and supplies
☐	☐	offer more assistance in finding employment

Which teaching method seemed to be the best for you?
Please rate each method:
A–*very helpful* B–*helpful* C–*little or no help*

A	B	C	
___	___	___	lectures
___	___	___	labs
___	___	___	movies
___	___	___	class or group discussions
___	___	___	slides, filmstrips, tapes
___	___	___	learning by doing (shops, P.E.)
___	___	___	on-the-job training
___	___	___	study guides or programmed instruction

Please indicate how much the following people helped you in planning your future while you were in high school.
Please rate each method:
A–*very helpful* B–*helpful* C–*little or no help*

A	B	C	
___	___	___	parents, relatives, and other adult friends
___	___	___	counselors and deans
___	___	___	occupational specialists
___	___	___	teachers
___	___	___	friends of your own age

Please list any additional suggestions you have for improving the educational program: _____
THANK YOU FOR YOUR COOPERATION.

By using a checklist procedure, data can be analyzed with minimal cost of computer or personnel time. Many systems of collecting program information have already been developed. Therefore, selection of an appropriate instrument merely requires surveying the available sources of information.

ACTIVITY: Provide feedback on former students to counselors based on follow-up/follow-through data.

OBJECTIVE:

- To obtain follow-up/follow-through data on former students
- To synthesize such data for counselors, instructors, and curricula designers in order to provide information to these individuals concerning the experiences of disadvantaged students

PROCEDURE:

Techniques may include

- periodic surveys which require the continuous maintenance of mailing lists with phone numbers and permanent addresses
- solicitation of counselor assistance in the survey design
- evaluation of students by teachers at the beginning of the school year
- written evaluation of students by the employers and work-study coordinator
- monitoring and assessing disadvantaged students' progress by teachers, guidance counselors, and administrative staff

HOW ACTIVITY CONDUCTED:

Counselors are referred to evaluative summaries of students' class and job performance.

INFORMATION SOURCE:

The primary information source is the follow-up data "bank" resulting from carrying out the techniques.

PERSONNEL:

Appropriate personnel should include

- classroom instructors
- counselors
- students
- students' employers
- family
- students' friends
- work-study coordinator

EXPECTED OUTCOME:

Expected outcomes would include

- an account of the students' successes and failures
- an awareness by the counselors concerning follow-up results on the students
- a higher rate of success among disadvantaged students in school

CONCERNS OF CONDUCTING ACTIVITY:

- An appropriate system to collect, record, and use data might be difficult to create and implement
- Finding time for report writing and data interpreting might be a concern

SOLUTIONS:

An adequate system for follow-up/follow-through might be designed and installed. Time should be provided for trend detection/analysis, data summarization, writing.

c

IMPLEMENTATION

The guidance department can be an integral link between the vocational education department, school and community, school administrators and faculty, students, parents, and employers. As part of their province, the counseling department could be engaged in the following activities:

Guidance and Counseling Staff Functions To Make Use of Follow-up/Follow-through Data

1. Conduct a survey of offices and stores in the employment area to obtain data which would emphasize the necessity of supplying capable vocational graduates to fill positions available.
2. Conduct a follow-up study of vocational education graduates to obtain information which would serve as a basis for promoting the various vocational education programs in which guidance personnel are involved.
3. Encourage local business personnel to discuss with guidance personnel the important role vocational education graduates have played in the operation of their businesses.
4. Learn as much as possible about vocational education programs by analyzing the data collected through the follow-up studies and discuss this information with vocational education teachers.
5. Invite vocational education teachers to staff meetings when vocational education curriculum is discussed.
6. Consult the vocational education department when problems arise in counseling a pupil on a program of instruction.
7. Support the vocational education department in its efforts to improve its program to better serve the school population and the business community.
8. Counsel each student based on the results of the follow-up/follow-through data so that the individual student becomes aware of his/her interests, aptitudes, and needs. The individual should be provided with the widest range of opportunities—educational and occupational.

Because all students are encouraged to have an interaction with their counselor to (a) help them identify and work through personal and educational difficulties, (b) prevent them from having concerns which may affect their educational pursuits, (c) assist them in making decisions regarding future jobs and/or education beyond high school, and (d) provide them with the skills and decision-making capacity to make their educational and personal experience satisfying and productive, the guidance personnel should play an active role with vocational students.

ACTIVITY: Provide job satisfaction and wage information to guidance counselors and teachers for counseling purposes.

OBJECTIVE:

- To provide guidance counselors and vocational educators with a means of obtaining information on the psychological benefits of specific types of jobs and the financial benefits of work

PROCEDURE:

- Orientation seminars should be organized for educational personnel with information from business and employer representatives
- Visits to plants, offices, and factories should be combined with seminars

HOW ACTIVITY CONDUCTED:

Educational personnel can participate in seminars and onsite visits at any time of the school year. Ideally, inservice and preservice seminars would be held for teachers and counselors to provide information on job satisfaction and wages.

INFORMATION SOURCE:

Information sources are

- industry-education councils
- Chamber of Commerce
- National Alliances of Businesses
- trade and industrial associations

PERSONNEL:

Participants in this activity are

- occupational specialists
- career education specialists
- business/industry representatives
- teachers
- counselors

EXPECTED OUTCOME:

Expected outcomes would be

- increased knowledge by teachers and counselors concerning financial and non-financial rewards of a variety of jobs
- better advice to disadvantaged students because teachers and counselors are better informed

CONCERNS OF CONDUCTING ACTIVITY:

Difficulties in conducting the activity are

- teachers and counselors lacking time or motivation to participate in the activity
- lack of transportation for on-site visits

SOLUTIONS:

Some ways to relieve the above concerns are

- giving stipends (from CETA, ESEA, or other organization) to teachers and counselors for their participation in the activity
- conducting special sessions during the summer or vacations to provide teachers and counselors with the information
- giving reimbursement for travel to and from on-site visits
- making special travel arrangements for on-site visits

c

IMPLEMENTATION

Job Satisfaction and Wage Information

Job satisfaction and wage information data are an important consideration for teachers and counselors working with recent graduates and leavers of vocational programs. This type of information from former students may either be incorporated into an existing questionnaire or obtained through a separate instrument. If using a separate instrument, a postcard format could be used which contains information asking for job satisfaction and wage information. Wage information would be concerned with beginning hourly wage on first full-time employment since leaving a vocational program and present earnings. Job satisfaction items could include job security, variety of work tasks, working conditions, facilities and equipment, and safety conditions. For those students indicating a high degree of dissatisfaction with the job and low wages, counseling could be used to assist them in either acquiring a new job or adjusting to the present working environment.

WAGE INFORMATION

Front of card:

School's return address

Pleasant Valley School System
Department of Guidance and Counseling
14350 Ridgeway Road
Simpsonville, Simpson 57698

Back of card:

What was your **beginning hourly wage** on your **first full-time** job since leaving this vocational program?

Check only one box:
- ☐ $1.50 or less per hour
- ☐ $1.60 to $1.99 per hour
- ☐ $2.00 to $2.49 per hour
- ☐ $2.50 to $2.99 per hour
- ☐ $3.00 to $3.99 per hour
- ☐ $4.00 or more per hour

What is the **most** you have earned on a **full-time** job since leaving this program?

Check only one box:
- ☐ $1.50 or less per hour
- ☐ $1.60 to $1.99 per hour
- ☐ $2.00 to $2.49 per hour
- ☐ $2.50 to $2.99 per hour
- ☐ $3.00 to $3.99 per hour
- ☐ $4.00 or more per hour

What **wages** are you presently earning?

Check only one box:
- ☐ $1.59 or less per hour
- ☐ $1.60 to $1.99 per hour
- ☐ $2.00 to $2.49 per hour
- ☐ $2.50 to $2.99 per hour
- ☐ $3.00 to $3.99 per hour
- ☐ $4.00 or more per hour
- ☐ I am unemployed

JOB SATISFACTION

Front of card:

School's return address

Pleasant Valley School System
Department of Guidance and Counseling
14350 Ridgeway Road
Simpsonville, Simpson 57698

Back of card:

Considering the characteristics of your present job, rate the degree to which you are satisfied with each of the following:

	Satisfied	Not Sure	Dissatisfied
1. Salary	☐	☐	☐
2. Fringe benefits	☐	☐	☐
3. Potential for advancement	☐	☐	☐
4. Supervision and management	☐	☐	☐
5. Co-workers	☐	☐	☐
6. Company policies and practices	☐	☐	☐
7. Pace (speed) of work	☐	☐	☐
8. Facilities and equipment with which to do the job	☐	☐	☐
9. Working conditions	☐	☐	☐
10. Variety of work tasks	☐	☐	☐
11. Job security	☐	☐	☐
12. Safety conditions	☐	☐	☐

A coding system could be used on this type of format to insure anonymity. Anonymity is desired because the information on job satisfaction and wage information might be read by the employing staff before it reaches the vocational education staff.

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ACTIVITY: Provide information to decision-makers concerning process evaluation on training programs (e.g., how graduates rate their training program and other school facilities, etc.).

OBJECTIVE:

- To determine strengths and weaknesses of the job training program
- To determine the numbers of persons entering jobs for which they were trained
- To determine job retention rates

PROCEDURE:

Prepare brief and easy-to-understand items that will solicit necessary information.

HOW ACTIVITY CONDUCTED:

- Upon termination, students supply their employers' names and addresses on termination forms
- Employers are telephoned to verify participants' employment
- The participants' job titles are compared with the vocational training received
- Work sites are visited and participants are interviewed by the job placement person

INFORMATION SOURCE:

Sources of information include

- teachers
- employers
- parents
- friends of participants
- participants themselves

PERSONNEL:

Persons who could be involved in implementing this activity include

- vocational teachers
- CETA counselors
- school board staff
- employers

EXPECTED OUTCOME:

The aim of the activity is to determine the success of job training and placement. This involves determining

- if and to what extent participants are occupationally oriented
- if the participants' work is in their field
- if the participants are motivated to leave their present jobs for more challenging ones

CONCERNS OF CONDUCTING ACTIVITY:

It is difficult to contact all participants because many are transient. Those who leave the area unexpectedly are especially difficult to contact.

SOLUTIONS:

Retain the social security numbers of all participants and use a computer for retrieval. Urge participants to make their whereabouts known after relocation, even by collect phone call.

b, c

IMPLEMENTATION

An evaluation instrument designed to provide information about vocational training, currently enrolled students, should include

Sample instruments should be developed which focus on current and former students' length of training, membership in student organizations, participation in school/work experience, job placement assistance, goals in the vocational training program, difficulties in job acquisition, and other data as needed.

QUESTIONNAIRE COMPONENTS

I. Type of vocational program
II. Length of enrollment
III. Participation in student vocational education organizations
IV. Degree of participation
V. General performance
VI. Part-time and full-time employment while in school
VII. Equipment utilization
VIII. Facilities provided
IX. Assistance provided by support personnel

Once a questionnaire has been constructed and once the data have been collected and analyzed, a final process evaluation should be presented to teachers, counselors, support services staff, local vocational education advisory committee members, placement specialists, and local principals/administrators of vocational education programs.

ACTIVITY: Involve parents in the follow-up/follow-through process.

OBJECTIVE:

- To obtain parental understanding and involvement in the follow-up/follow-through process
- To familiarize parents with the reasons for and use of follow-up/follow-through in curriculum revising, updating, and improving

PROCEDURE:

Parents receive a booklet that explains

- the purpose of the follow-up/follow-through process
- the ways parents can provide updated addresses and other information on their children

HOW ACTIVITY CONDUCTED:

The booklet can be distributed through

- the mail
- an organized parent-graduate program
- parent-teacher conferences
- home visits

INFORMATION SOURCE:

Other vocational education placement and follow-up materials can be adapted to solicit parent feedback.

PERSONNEL:

Personnel could include

- instructors
- counselors
- placement office staff
- parents

EXPECTED OUTCOME:

It is expected that

- parents would be more aware of and involved in the collection of follow-up data
- parent input would enhance program evaluation
- data on the location of graduates and former students would be more accurate with the parent input

CONCERNS OF CONDUCTING ACTIVITY:

- Lack of time for parents and staff to participate in the follow-up/follow-through process
- Reluctance of parents to participate in the process

SOLUTIONS:

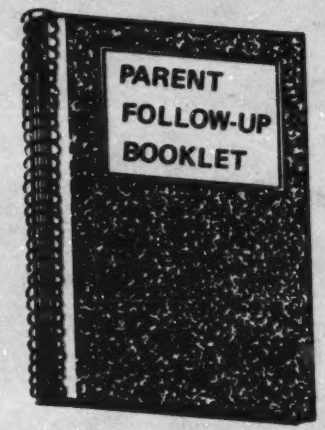
There are several methods which could be used to contact all parents. They are

- conducting a parent-graduate program as a part of an annual open house
- having instructional staff arrange parent-teacher conferences throughout the school year
- conducting organized mailings explaining the follow-up/follow-through process

b, c

IMPLEMENTATION

A unique idea in having parents involved in the follow-up and follow-through process of students enrolled in vocational education training programs is to provide parents with follow-up booklets explaining the objectives of the follow-up/follow-through process. Components of the booklet could include but not be limited to the following sections:



BOOKLET SECTIONS

I. Reasons for conducting follow-up after referral

II. Reasons for conducting follow-up after successful placement

III. Uses of follow-up information as feedback for applicants

IV. Uses of follow-up information as feedback to the placement program

V. Role of parents in the follow-up process

Each section could be designed to provide parents with an overview of the follow-up/follow-through process. The booklet would provide a basis for their understanding and cooperating with school personnel in implementing the overall process. Sources of information for composing parent information booklets include

RESOURCES AND REFERENCES

"Follow-Up Techniques" from *Placement and Follow-up:* Samuel Joseph Shippen & Raymond A. Wasil, 1977, pages 107-109.

National Association for Industry Education Cooperation. "Follow-up and Follow-through," *Placement Services, A Training Manual,* 1977, pp. 61-66.

"Follow-up Means Feedback," *American Vocational Journal,* March 1975. Michigan Department of Education. "Evaluation and Modification," *Placement Guide,* n.d., pages V-22 and V-23.

ACTIVITY: Provide a service to businesses to help them obtain and retain satisfactory employees.

OBJECTIVE:

To systematically aid the business community in its search for and retention of qualified employees

PROCEDURE:

- Develop and circulate student/graduate profiles among employers showing competencies, skills, interests, etc.
- Make employers aware of trends in salaries, wages, and prerequisites for various jobs as a means of developing strategies for the retention of employees.

HOW ACTIVITY CONDUCTED:

This activity should be conducted by the placement office and the vocational education teacher responsible for a particular occupational area.

INFORMATION SOURCE:

Information sources include
- employers
- the job data bank
- data from the Bureau of Labor Statistics

PERSONNEL:

Relevant personnel include
- instructors
- counselors
- placement office staff
- employers
- students

EXPECTED OUTCOME:

The expected outcome is a greater awareness by employers of the available student labor pool.

CONCERNS OF CONDUCTING ACTIVITY:

The major concern is taking the time to make the appropriate contacts with the business community.

SOLUTIONS:

This activity can be expedited by
- formalizing the student profiles
- disseminating these profiles among employers
- performing an ongoing evaluation of the activity

c, d, e

IMPLEMENTATION

Rating scales on student performance can be constructed in all areas of the vocational program. These profiles rate students according to their ability to perform various skills within given occupational areas. These profiles would be constructed by the vocational teachers responsible for particular occupational areas, and could be used by employers in the interview situation to determine if the student has the skills needed for a certain job. A partial illustration adapted from the Minneapolis Area Vocational Technical Institute of a student performance profile is as follows:

PERFORMANCE PROFILE

Last Name	First Name	Middle Name	Student No.

Occupation Program	Program No.	Program length (hours)
Apparel Arts		

Course	Course No.	Course length (hours)
Dressmaking		250

Entry Dates	Exit Dates	Instructor

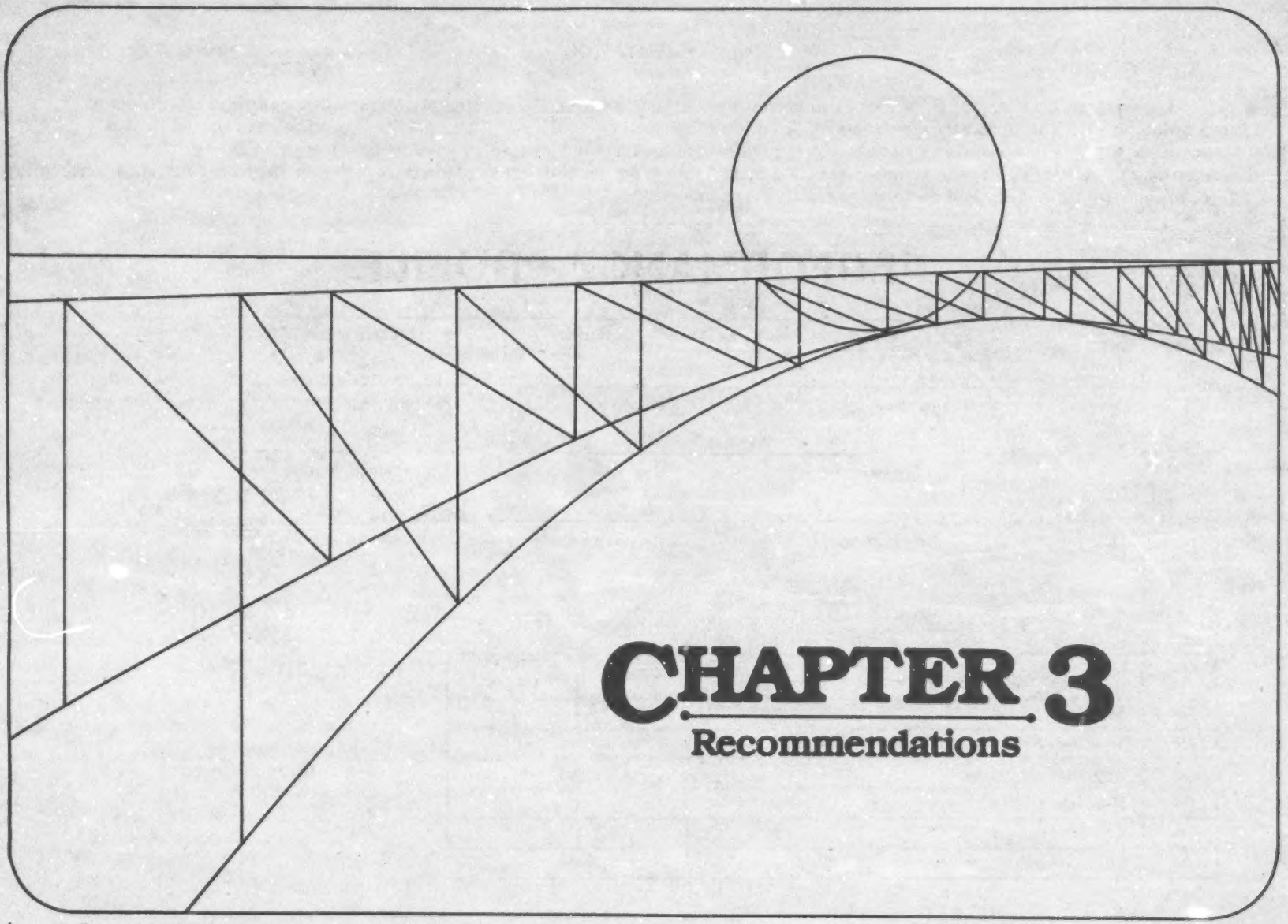
Skill Code	Skill – Dressmaking	Skill Rating
01	Sew hand stitches	
02	Sew functional and decorative seams	
03	Sew darts	
04	Shirr fabric	
05	Construct plackets	
06	Construct waistbands	

RATING SCALE –

The student can perform this skill:

1. With outstanding performance
2. Without assistance
3. With periodic assistance
4. With constant assistance

X Advanced Standing for previous training or occupational experience



CHAPTER 3
Recommendations

In this chapter, recommendations for providing job development, placement, and follow-up/follow-through services for disadvantaged youth in vocational education and manpower training programs are provided. The chapter is divided into four major sections which include social, political, legal, and economic recommendations.

- Social – emphasis is placed on guidance and counseling; curriculum, course of study, and staff development; and restructure of training recommendations.
- Political – provides options for policy considerations within the vocational education delivery system.
- Legal – emphasizes the need for stronger bills within the legislature regarding unemployed youth.
- Economic – suggests the reasons for securing better fiscal management and increased vocational monies.

SOCIAL

Support Service System Recommendations

In this manual, "support service system" does not refer to external agencies that provide services and financial assistance to the disadvantaged but to an internal system of the school and its activities. Programs and activities that support not only the student but also the staff and school personnel, who conscientiously work with youth, are essential. Such a support service system should include change in educational role models. This means that the entire hierarchy must change beginning with the paraprofessional (a term that still has the negative connotation "sub-professional"). The role of this individual, who usually comes from the community, must be strengthened. The paraprofessional really becomes the teacher. Such an expanded role carries implications of preservice and inservice training. Materials and techniques need to be developed to train those who fill this unique classroom role.

In increasing the responsibilities of the paraprofessional, the teacher then becomes the facilitator, confidant, substantive expert, and coordinator for the disadvantaged students. These words describe a very new and different role for the teacher. Support, inservice, and special assistance for the teacher must be provided by the school administrator, the guidance counselor, and the school board.

1. Playing this new role, the teacher needs
   - courses in management;
   - assistance in establishing information systems;
   - behavioral training to develop appropriate attitudes;
   - methods for preventing classroom crises;
   - methods for handling problems when they arise;
   - exposure to unfamiliar sites and sounds.

2. The teacher also needs to
   - work closely with chief administrators, guidance personnel, and other professional staff in order to identify possible difficulties that might obstruct instruction;
   - work closely with personnel in industry who design and redesign work sites;
   - define job tasks more clearly within the vocational education system, teach transferable skills, and describe occupation clusters so that unemployed, disadvantaged youth understand what career options are available and how career ladders work.

Guidance and Counseling Recommendations

Guidance and counseling of unemployed, disadvantaged youth is not the responsibility of the counseling staff alone. Each member of the vocational team, whether that person is the top administrator or the paraprofessional translating the course work into the language of the student, has an important role to play. Guidance personnel are key team members, but they must help all other members of the team to understand the duties they assume as career and vocational aides. Recommendations for change include the following:

1. Employing counselors with experience through actual performance, "shadowing," part-time work, or summer jobs in business or industry.

2. Developing special preservice, inservice, or postservice programs for teachers, administrators, and paraprofessionals through the counseling department. Such programs should

   provide some experience in industry;
   define work-related tasks and responsibilities;
   help unemployed youth make the transition from the streets to the classroom;
   explain to staff how to "listen" to personal needs;
   explain to staff where to find various support services;
   provide time to talk among themselves, to resolve difficult conflicts, and to prevent counterproductive influences from becoming overwhelming.

The guidance counselor in essence becomes the vocational coordinator and the job development, placement, and follow-through officer. No longer can the counselor sit at a desk and shuffle papers. This person must become action-oriented with the "back seat of the automobile becoming the office." The guidance counselor should be "on the go," moving from industry to classroom with ease. The person must be accepted in two arenas: as the expert who knows how to develop programs for unemployed youth and as the business authority who can help these youth bridge the gaps between the street and the classroom and between the classroom and the world of work. This specialist needs

- training in working with industry personnel to develop jobs that require active recruitment and retention assistance;
- techniques for improving the employability of youth through work experience and good employment records;
- opportunities and capabilities to subsidize employers for hiring and retaining more unemployed youth;
- methods of explaining to youth the economic system and the concerns of industry in hiring youth versus more mature individuals.

The school board's role changes. No longer can these elected officials nod their approval at what the administrator thinks is needed. They must become active in the business community. They should become aware of the use and influence of NOICC and SOICC. School board members need to demand results from classroom efforts. They must study economic reports and become more attuned to the needs of the economic system and how training fits into the school curriculum. They must be knowledgeable enough about substantive data to influence legislative policy and the funneling of dollars to programs. Therefore, school board members must lobby at the state and federal levels so that unemployed, disadvantaged students will have better vocational education programs made available to them.

Curriculum, Course of Study, and Staff Development Recommendations

A major challenge facing vocational education today is to make youth more employable and to help them make the transition from the streets to the classroom and from the classroom to the world of work. One of the principal reasons for youth leaving school early is that the system has "turned them off." The curriculum does not meet their needs. Course work is sometimes laden with academic requirements that are only marginally relevant and appropriate for the students' employment needs. Subject matter is abstract or theoretical rather than pragmatic. Options for improvement include the following:

1. Revamping curriculum so that the essential tasks of the job are taught and "add-ons" removed
2. Using paraprofessionals who take their work seriously, who possess similar backgrounds of those of disadvantaged youth, who have the motivation to advance themselves, and who want to see unemployed youth taking advantage of "the second change in life"

Courses of study and training recommendations for vocational teachers could be expanded to include helping disadvantaged youth understand the importance of

- being on time;
- taking pride in a job well done;
- keeping to a routine and being dependable;
- being a contributor to taxes rather than a recipient of taxes.

Develop a staff that truly cares and wants to provide better, more productive lives for disadvantaged youth. A truly sensitive staff should

- not abruptly disapprove everything youth says;
- understand that the life of the disadvantaged person has not always been "run by the clock;"
- understand that problems of child care and protection may be primary considerations of the unemployed, single parent;
- understand that an 8 a.m. to 5 p.m. working day may be difficult for the disadvantaged to accommodate;
- recognize that eating, smoking, drinking habits which might be prohibitive on the job have to be changed gradually;
- provide the individual with the opportunity "to sound off" when stressful emotions are felt;
- change the structure of the classroom to provide individualized attention and instruction to youth with various "disadvantagements"
- change the rigid classroom schedule which may hinder the disadvantaged, unemployed youth from receiving full instruction.

Structure of the Training Recommendation

The entire economic system is based upon a middle-class structure and value system. As vocational educators, we have attempted to perpetuate this system with little regard to the racial or ethnic origin or the economic status of students. If we are to succeed in helping youth of different social, moral, ethnic, and geographic backgrounds to function in a middle-class system, we must restructure training for administrators, counselors, teachers, and others to

- gradually bring the disadvantaged youth from their "street ways" to the predominant ways of the middle-class structure by planning activities to help them be aware of the position they can rightfully attain in the world of work;
- reorganize, strengthen, and make the training system relevant by using individualized instruction, materials geared for lower reading levels, paraprofessionals, and behavior modification based on rewards rather than punishment;
- identify individual and group differences that may impede learning.

The economic system with its middle-class values is here to stay. It is through new procedures involving both staff and students that ways must be found to meet the challenge of preparing everyone to fit into the "world of work."

POLITICAL

Policy Recommendations

Vocational educators must look at options to increase youth employment by providing experiences that insure long-term employability. These include the following activities:

- Providing incentives for business, labor, and industry to work with vocational educators and the disadvantaged youth they prepare for the world of work by
  - using industry representatives on committees;
  - using industry representatives as speakers and consultants;
  - sharing in the expense of additional staff whom employers need to facilitate training;
  - sharing the cost of the support services needed after youth are employed.
- Studying ways that employers may offer disadvantaged youth jobs with lasting impact without changing required qualifications, e.g., through redesigning of jobs.
- Researching the causes of youth unemployment, e.g., inadequate job opportunities, insufficient preparation in skill areas, or lack of support services.
- Including incentives for industry to work with groups usually excluded, e.g., women, one-year dropouts, returning veterans, reformed drug addicts, and ex-offenders.

Effective policies can only be developed by considering not only the labor market and its problems but also the dilemmas vocational teachers face with the restrictions and limitations inherent in the school setting.

LEGAL

Legislative Recommendations

History has shown that legislators consider labor, employment, and training more important than vocational education. Vocational educators have not learned how to "sell their wares." They are passive in their support of their field. Vocational educators must actively address the issues that have given the Department of Labor the monetary advantage in training.

Vocational educators must actively seek a strong Youth Vocational Bill that addresses

- subsistence subsidies for youth;
- career support systems;
- child care support;
- health and rehabilitation services;
- restructuring curriculum, school day, and function of vocational educators;
- stronger alliances with labor and industry;
- youth organizations and the help they can give in the transition from training to the world of work.

If these recommendations appear to be strong, critical, and revolutionary, it is time for everyone to stop the in-fighting and "turf-protecting" in order to develop a youth-centered system. The lives of future generations are at stake. The issues are not limited to vocational educators. They go beyond the field of education. Solutions will come when economists, educators, businesspersons, industrialists, labor managers, and the government place "A-1 priority" on unemployed youth and on relieving their plight.

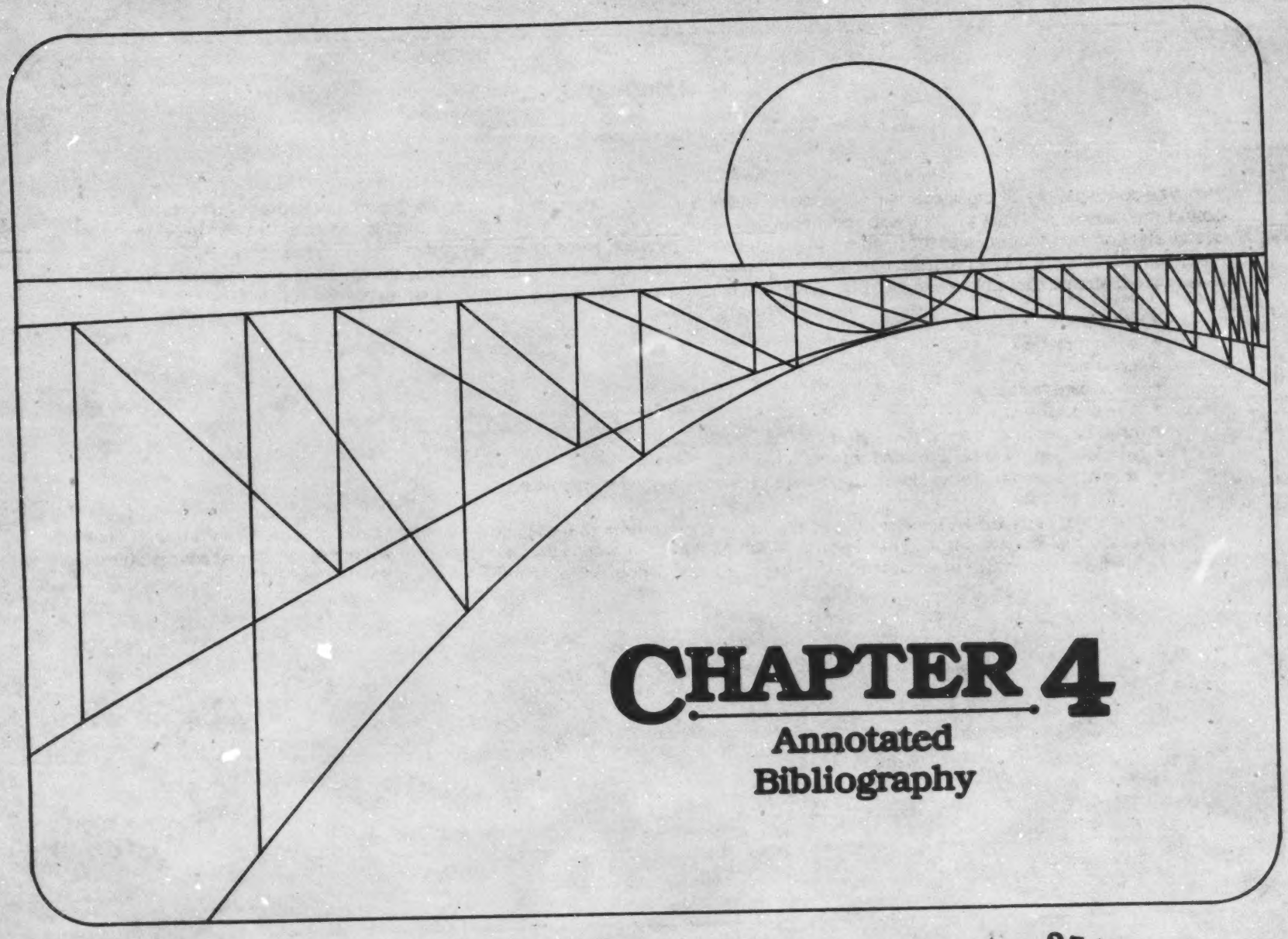
ECONOMIC

Fiscal Recommendations

The continual cry of the vocational educator is "money, money." It is true that the local school tax authority directs more dollars than any other financial source to vocational education. However, if vocational education is expected to assist in bettering the overall state of the economy and the problem of youth unemployment, more money is needed. Research has shown that there are many support services needed to assist unemployed youth to obtain and retain jobs; therefore, the financial base must be totally redeveloped. Monies should be earmarked for classroom training, but just as important are monies needed for

- subsistence;
- transportation;
- good nutrition;
- child care facilities;
- health facilities;
- physical needs of unemployed youth;
- special counseling for drug and alcohol addiction;
- special counseling for veterans, single parents, and displaced homemakers.

It is a fact that since the Manpower days of the 1960s it costs more to retrain an unemployed, out-of-school youth than it does to teach a vocational student enrolled in a vocational school. Why not accept the challenge of providing to vocational education the necessary funds to keep youth in school until they receive a high school diploma and are trained for the world of work?



CHAPTER 4

Annotated Bibliography

ANNOTATED BIBLIOGRAPHY

- Baily, Larry J. "Implications of the Current Interest in Education-Work Concepts." *Journal of Industrial Teacher Education*, Vol. 15, No. 3 (Spring 1978): 55-68.

  Journal article, Practitioners, 14 pages

  This article discusses the quality of working life, career education, secondary education reform, manpower development, and includes a reappraisal of vocational education philosophy and purpose. The author makes recommendations for change and includes a bibliography.

- Blackledge, W. L., Blackledge, E. H., and Keily, H. J. *The Job You Want—How to Get It.* Cincinnati, Ohio: South-Western Publishing Company, 1975.

  Workbook, Students, 92 pages

  This workbook presents strategies and information with the objective of helping the reader obtain a job. Topics include identifying and using all available resources, making summers profitable, and selling one's abilities.

- Bolles, R. N. *The Quick Job Hunting Map.* Berkeley, California: National Career Development Project, 1975.

  Workbook, Students, 23 pages

  This workbook engages the reader in various activities which serve to evaluate one's interests and skills. Progressing through the workbook, the readers will complete charts and answer questions in order to be able to identify their skills, determine where they want to use those skills, and obtain suitable employment.

- Campbell, Robert E., Rodebaugh, Helen D., and Shaltry, Paul E. *Building Comprehensive Career Guidance Programs for Secondary Schools: A Handbook of Programs, Practices, and Models.* Columbus, Ohio: The National Center for Research in Vocational Education, 1978.

  Manual, Practitioners, 262 pages

  This document advocates the use of the systems approach to build comprehensive career guidance programs. Such an approach promises to help eliminate piecemeal and ineffective programs. Chapter 1 provides a macro-framework and rationale for building comprehensive programs. Chapters 2-7 identify specific student practices which can be used as building blocks or components of a comprehensive program. Chapter 8 provides the nuts and bolts of implementing and evaluating a comprehensive program. Availability of practices, costs, and a full set of appendixes are provided.

- Bodine, Merle W. "Manpower Legislation—Past, Present and Future." *Wisconsin Vocational Educator,* Vol. 2, No. 2 (January, 1978): 5-7.

  Journal article, Practitioners, 3 pages

  With the major emphasis on Wisconsin, the author discusses the history of federal Manpower legislation from the 1961 Area Redevelopment Act (ARC) to the present. Future programs should focus on youth and creating more public service jobs.

- Field, H. S., and Holley, W. H. "Resume Preparation: An Empirical Study of Personnel Managers' Perceptions." *The Vocational Guidance Quarterly,* Vol. 24, No. 3 (1976): 229-237.

  Journal article, Practitioners, 8 pages

  A survey of personnel directors yields a variety of suggestions for preparing resumes. The various items in cover letters and resumes were rated in importance to provide information on resume content and format.

- Goble, D. Y. *How to Get a Job and Keep It.* Austin, Texas: Steck-Vaughn Company, 1975.

  Textbook, Students, 63 pages

  This text is designed to give students practical information on seeking and maintaining employment. Included are a self-inventory exercise and a personal information form to help students in selecting a job which suits their abilities and interests.

- Griffin, Dean. "Youth Unemployment: Can Voc Ed Do Anything About It?" *American Vocational Journal,* Vol. 52, No. 7 (October 1977): 24-25.

  Journal article, Practitioners, 2 pages

  This article describes the youth unemployment problem, existing programs impacting on youth unemployment, what vocational education can do, and what future action the government should take.

- Kaufman, Jacob J. *Human Resource Development and Vocational Education.* Washington, D.C.: National Academy of Sciences, 1975.

  Final report, Practitioners, 86 pages

  This document asserts that vocational education can address some of the structural changes which are taking place in the labor market and in society. In the author's view, active structural changes taking place are not being adequately addressed by vocational education. Vocational education needs to become more interdisciplinary in its approach. Various changes to this effect are presented and discussed.

- Kimbrell, G., and Vineyard, B. S. *Succeeding in the World of Work*, Second Edition. Bloomington, Illinois: McKnight Publishing Company, 1975.

  Textbook, Students, 326 pages

  This book addresses the knowledge needed by workers in order to obtain and keep a job. In addition to such topics as applying for a job and getting along with coworkers, the text covers making the proper use of money, credit, banks, taxes, and social security.

- Mangum, Garth and Walsh, John. *Employment and Training Program for Youth: What Works Best for Whom?* A report to the Office of Youth Programs, Employment and Training Administration, U.S. Department of Labor. Washington, D.C.: National Council on Employment Policy, 1978.

  Final report, Practitioners, 207 pages

  This report attempts to assess the relative effectiveness of various employment and training services for youth and various techniques used to provide these services; in addition, admission practices which enhance or impede the delivery of these services are evaluated. Finally, services are assessed as to their relative effectiveness for specific target groups such as the handicapped. The report ends with a summary of the implications of the findings to future policy with respect to employment and training programs for youth.

- Natale, Don, et al. *C.I.E. Teacher-Coordinator Training Plans.* New Brunswick, N.J.: Rutgers University, April 1978.

  Manual, Practitioners, 131 pages

  The intent of this manual is to assist the cooperative industrial education coordinator in determining the student's performance both in school and on the job in order that the student may reach his/her occupational goal. The manual contains training plans for twenty-seven occupations along with explanatory materials on how to use and prepare training plans. Each training plan contains a job description, a list of duties and responsibilities, and a list of tasks and knowledges for the student to use on the job.

- O'Neil, S. L. *Occupational Survival Skills: Implications for Job Maintenance and Mobility.* Urbana-Champaign, Illinois: University of Illinois, 1976.

  Research study summary, Practitioners, 6 pages

  This study identified twenty-seven basic occupational survival skills—the basic knowledge, traits and competencies a person should possess in order to keep a job. Representative skills include personal characteristics, decision-making and problem-solving skills, and interpersonal and communications skills.

- The Psychological Corporation. *Adkins' Life Skills Program—Employability Skills Series.* New York: Columbia University, 1975.

  Booklet, Students, 14 pages

  The Employability Skills Series is designed to help students find, choose, obtain, and keep a job. This booklet, one of ten, describes the objectives, rationale, and content of each of the units in the series.

- Reges, Guadalupe, Jr. "CETA: A Community College Perspective." *Adult Leadership,* Vol. 25, No. 6 (February 1977): 176-177.

  Journal article, Practitioners, 2 pages

  This article relates the experience Black Hawk College has had with CETA and discusses the advantages and disadvantages of community college involvement in these programs.

- Roskos, F. C. *Preparing for the World of Work.* Merrill, Wisconsin: F.R. Publications, 1975.

  Workbook, Students, 130 pages

  This workbook, written in a simplified style, is designed to introduce the student to the vocabulary and information needed in order to participate in an effective work-study program. Topics include locating, obtaining, and keeping a job. Specific information is presented on writing letters of application, interviewing, reasons for job openings, unions, being safety-conscious, and accepting criticism.

- Schapiro, J. *The Jobs Book: How to Find and Keep a Job (SCOPE/Job Skills I).* New York: Scholastic Book Services, 1976.

  Workbook, Students, 94 pages
  Teachers guide, Practitioners, 7 pages

  This book, intended for high school students who read at the fourth to sixth grade levels, focuses on the immediate satisfactions of a job, as well as long-range career aims. Such topics as want ads, interviews and jobs are dealt with realistically through the use of games, plays, and humorous situations and illustrations.

- Stanat, K. W., and Reardon, P. *Job Hunting Secrets and Tactics.* Chicago, Illinois: Follett Publishing Company, 1977.

  Textbook, Students, 220 pages.

  The author, placement director of the University of Wisconsin—Milwaukee, presents job-hunting tactics in this book. Topics include job-seeking tips, information on college placement centers and employment agencies, qualifications, resumes, interviews, and selling one's abilities.

- Swanson, Gordon, et al. *Youth Unemployment: Solving the Problem.* Washington, D.C.: American Vocational Association, 1978.

  Reference, Practitioners, 124 pages

  This book focuses on how vocational education can help alleviate youth unemployment. Topics include the legislation, opportunities for vocational education in youth employment and training programs, special needs youth, strategies for implementing DOL legislation, and the need for a national youth employment policy.

- U.S. Department of Labor, Bureau of Labor Statistics. "Toward Matching Personal and Job Characteristics." *Occupational Outlook Quarterly,* Vol. 19, No. 1: 2-18.

  Journal article, Practitioners and students, 16 pages

  The information in this document, which matches occupational characteristics with occupations, will help students make better occupational decisions. Occupational characteristics include working with things, working with ideas, exposure to weather, opportunity for self-expression, and so on.

- Ray, M. L., and Hartz, J. *Employability Skills Program: A Job Placement Education Program.* Madison, Wisconsin: Vocational Studies Center, 1976.

  Filmstrips, cassette tapes, and instructor's guide, Students

  The Employability Skills Program is directed at students aged 16 through 28 and covers job planning, acquisition, satisfaction, and success. Each individualized module includes cassettes, filmstrips, Instructor's Guide, script, exercises, and outlines for job letters and resumes, job interest inventories, and other forms; these modules come in two sections, secondary and postsecondary.

- Smith, Willborne A. *Establishment and Operation of a Student Job Placement Service.* Hillsville, Virginia: Carroll County School Division, June 1976.

  Final report, Practitioners, 100 pages

  This report demonstrates the feasibility of schools assuming responsibility for the placement of secondary students at every exit level and establishes a systematic, effective job placement capability that will serve all secondary school students. The author asserts the need for a comprehensive placement system. Included are a variety of appendixes including forms, course outlines, advertising copy, letters, brochures, and student employment handbook.

- Strong, Merle E. *Survey and Analysis of Career Placement Activities, Vol. 2.* Madison, Wisconsin: Vocational Studies Center, 1975.

  Final report, Practitioners, 215 pages

  This publication reports a survey of placement services of the career guidance process in selected Wisconsin communities. The persons making up the survey base were the *users* of placement services and the *providers* of placement services. The publication contains the sampling techniques used in selecting the communities, the procedures used in developing the placement survey instruments, and the data collection procedures. The findings of the survey are reported in sections entitled, "Current and Former High School Students," "Current and Former Vocational and Technical Institutes," and "Providers of Placement Services." There is also a section on the relationship of selected variables (subject characteristics, community characteristics, and postsecondary activities and marital status) to career guidance. The instruments used are also a part of the publication. School personnel at both the state and local levels who need to make decisions related to career placement will gain helpful ideas on organizing and implementing such a service from this publication. It also suggests methods for making existing placement services more responsive to special needs.

- Strong, Merle E., et al. *Review and Synthesis of Job Placement Literature, Vol. 1.* Madison, Wisconsin: Vocational Studies Center, 1975.

  Literature review, Practitioners, 85 pages

  This document provides an extensive review of literature relating to job placement. Anyone concerned with gaining a broad overview of the field of job placement will find information and reference for further in-depth study in any of the categories discussed. The document would be an ideal resource document for any counselor-training program. It would also be useful to anyone considering the role of the school in the placement process and would be vital for any educator assigned responsibility for developing a school-based placement program. The document, organized into five parts, includes an extensive bibliography. Part I is the introduction and overview. Part II covers youth placement from the standpoint of need, minority group statutes, women's needs, rural youth, and educational attainment. Part III discusses the components of the guidance system. Part IV touches base with those who provide placement services—family, school, and government. Part V provides brief descriptions of eight exemplary models of school-based occupational placement programs.

- Vandergoot, David; Avellani, Pamela Byrnes; and Jacobson, Richard J. *A Compendium of Placement Related Literature.* Albertson, New York: Human Resources Center, 1978.

  Annotated bibliography, Practitioners, 333 pages

  This annotated bibliography is the result of an extensive review of placement-related literature. The contents are organized around the concept of career development. The first career development phase is "productivity enrichment." Here, the principal emphasis is on career preparation. The second phase is "productivity realization." During this phase, one begins to prepare for placement. The third phase, which occurs after placement, is "career enhancement." In this phase the person attempts to realize desired goals and types of living. Each of these three phases is further subdivided. Finally, four other sections are included: rehabilitation counseling, professional concerns, placement practice for specific disabilities, and rehabilitation program concerns. The reader will find this quite thorough and useful.